

CHILD WELFARE

The National Parent-Teacher Magazine

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CONTENTS

	PAGE
FRONTISPIECE—THREE PIONEERS	642
WE PLEDGE TO ACCOMPLISH—	
A MESSAGE FROM THE PRESIDENT	Mrs. Hugh Bradford 643
NATIONAL CONFERENCE ON PARENT EDUCATION	Ada Hart Arlitt 644
MESSAGES FROM PRESIDENT HOOVER	648
THE HOT SPRINGS CONVENTION	W. Elwood Baker 649
ADDRESSES AT THE GENERAL SESSIONS	Mrs. B. F. Langworthy 652
THE CHALLENGE OF THE CHILDREN'S CHARTER	Mrs. Hugh Bradford 656
MEETING THE CHALLENGE—THROUGH THE DEPARTMENT OF PUBLIC WELFARE	Mrs. Louis T. de Vallière 657
DRAMMER TRIUMPHANT	J. W. Faust 659
FIRST LAW OF LIFE	Mrs. J. B. Potter 661
THE CHALLENGE—AS IT APPEALED TO THE DEPARTMENT OF EDUCATION	Charl O. Williams 662
STUDENT LOANS AND SCHOLARSHIPS	Mrs. F. H. Dewere 664
ILLITERACY CONFERENCE	C. M. Hirst 664
THE HOME SERVICE DEPARTMENT ACCEPTS THE CHALLENGE	Mrs. B. C. Hopkins 665
THE HEALTH CONFERENCE	Newell W. Edson 667
CONFERENCE ON CHILD HYGIENE	Mary E. Murphy 667
CONFERENCE ON MENTAL HYGIENE	George K. Pratt 668
THE SUMMER ROUND-UP	Lillian R. Smith 669
RESOLUTIONS ADOPTED BY THE THIRTY-FIFTH ANNUAL CONVENTION	672
A MINIATURE—I, II	Helen Titsworth Binford 674
THE RURAL LIFE CONFERENCES	Mrs. Ivan C. W Ehrley 676
CONGRESS COMMENTS	677
GOLD STAR DINNER	Mrs. C. H. Remington 678
BACK HOME AGAIN	Anna H. Hayes 682
WHAT ONE MAN THOUGHT	683
THE GRIST MILL—EDITORIAL—MOTHER'S HEALTH	Winnifred K. Rugg 684
CONGRESS PUBLICATIONS AS PROGRAM HELPS	Joy Elmer Morgan 690
PROGRAM HELPS FROM 1930-1931 FILES OF CHILD WELFARE	691
BOX OFFICE METHODS MENACE CHILDREN	Elizabeth K. Kerns 693
MOTION PICTURES	Elizabeth K. Kerns 694
THE BOOK SHELF	Winnifred K. Rugg 696
INDEX—VOLUME XXV, 1930-1931	699

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Circulation Manager

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THREE PIONEERS

Impersonated at the Gold Star Dinner, National Convention, Hot Springs, May 5, 1931, by (left to right) Alpha Filcher, of Sacramento, California, representing Mrs. Theodore Birney; Marion Thorpe and Virginia Coleman, of Little Rock, Arkansas, representing Mrs. David O. Mears and Mrs. Frederic Schoff, respectively.

We Pledge to Accomplish

Dear Parent-Teacher Members and Friends:

EACH year our convention adopts resolutions as a statement of its beliefs, its program of service for the year, and its fundamental objectives. One may find this year reiterations of the Congress resolutions of former years, which are the expression of our continuing belief in certain measures and ideals. Some of them have been ours for many years.

This year under the direction of the Convention Committee, the resolutions were woven around the Children's Charter.

Each section of the resolutions is worthy of our attention and study. The first on "Trained Leadership," expresses our fundamental need; unless we have leaders who are understanding and loyal, the associations and branches that have been built up as a means of carrying on our work will deteriorate and the sincerity and success of our program will be doubtful.

Taken section by section, the resolutions are an embodiment of a desire to serve well the children of our nation. Resolutions must not be mere statements; they must be the expression of that which we are about to do. It cannot be that our members will fail to achieve that which we have so sincerely pledged ourselves to accomplish.

In every community there is work to be done. In every school there is some need; in every home, the opportunity to make life happier and brighter for its inmates.

The content of the resolutions as a program could keep us active in local units for years. It suggests many worthy possibilities for service. Our success as a great national organization will not be measured by our numbers but by our achievements.

Proud as we are of having over a million and a half members, we must utilize this force for the highest possible good; we must plan rationally how to effect the needed changes; we must weave into life enduring values worthy of our name.

Let us not depend on "happy inspirations" but take these Convention resolutions, so adequate and clear, as the basis for a year of devoted service.

Mrs. Hugh Bradford

President, National Congress of Parents and Teachers

July-August, 1931



Mrs. Hugh Bradford, President, National Congress, with the youngest life member in Arkansas, the son of Mrs. L. D. Reagan, President, Arkansas Congress.



Hon. William John Cooper, U. S.
Commissioner of Education

The National On Parent

*Called by the United States Commissioner
of Education*

WILLIAM JOHN COOPER

THE Conference on Parent Education discussed four distinct problems: the changing backgrounds of home and family life which influence present-day activity; the problems of parents when children are at different age levels; the training of lay and professional leaders in parent education; and the utilization of government, state, county, and city resources in parent education programs.

In the first session, presided over by Assistant Commissioner of Education, Miss Bess Goodykoontz, "Changing Backgrounds of Home and Family Life" were discussed by Mr. Lawrence K. Frank, a member of the President's Committee for Recent Social Trends; Dr. Arthur M. Harding, Director of Extension Service, University of Arkansas; and Mr. Joy Elmer Morgan, Editor of the *Journal of the National Education Association*.

An interesting feature of the morning was a talk by Commissioner Cooper on "Mother's Mind and Mother's Heart," broadcast over N. B. C. from California. This talk on the changing conception of parenthood came in so clearly that it was heard as well by the convention assembled in Hot Springs, Arkansas, as by the parent-teacher associations in California which formed the immediate audience.

Mr. Frank pointed out that the changing economic and social conditions made readjustment in family attitudes necessary. The new attitudes of women who are wage earn-

ers and, therefore, economically independent, make for many changes in the behavior of their husbands. The whole point of view of women toward the importance of industry and the factors which make for good earning capacity has shifted. They understand the use of money and business methods too completely to hold many of the ideals which dominated the psychology of an earlier generation. The management of children and the attitude toward child care and rearing have changed as much as the attitude of men and women toward each other and toward their homes. Mr. Frank gave much interesting material in support of his points. It was clear from his discussion that a new sociological and psychological interpretation of home life was necessary.

Dr. Harding brought out the relation of science to the present changes in home and family life. He brought to bear on his discussion the results of recent research in scientific fields. New discoveries have influenced humanity to such an extent that the whole behavior pattern has changed.

Mr. Joy Elmer Morgan, speaking on "Our Changing Mental Life and the Home," emphasized some of the points which had been brought out in earlier discussions and pointed toward the new types of adjustment which would be necessary for society in the future.

The discussion of these papers was led by Dr. W. Carson Ryan.

At the session on "Parent Education Problems at Different Levels" Mrs. Hugh Bradford, President of the National

Conference Education

High Lights That Impressed the Congress Chairman of Parent Education

Congress of Parents and Teachers, presided. The problems of parents with children of the preschool, the adolescent, and the college level were discussed by Dr. Ada Hart Arlitt, Dr. Caroline Hedger, of the Elizabeth McCormick Memorial Fund, and Dr. W. Carson Ryan, Director of Education, Indian Service, United States Department of the Interior. Each speaker presented the problems characteristic of the ages discussed. There seemed to be certain problems which were common to the parents of children at all levels from preschool through college age. The necessity of knowing the child fully and of working with him to develop his assets in line with his own personality trends rather than with the ambition of the parent, the necessity for adequate health training so that the child can have sound health as a basis for his educational and social adjustments, the necessity for the parent to grow along with the child and give him at each age level the support and understanding which that age level demands, were indicated in each paper and brought out in the summary of the discussion by the discussion leader, Mrs. J. K. Pettengill, President of the Michigan Congress of Parents and Teachers.

Miss Elise H. Martens, Specialist in Education of Exceptional Children, United States Office of Education, discussed the problem of the parents of exceptional children, showing the degree to which these were different from and similar to the problems of parents with children of average endowment and good physical make-up.

Dr. Agnes Tilson, of the Merrill-Palmer



Elise H. Martens

School, read a paper for Dr. Edna Noble White, Director of the Merrill-Palmer School, discussing the necessity for preparental education as a basis for parent education. She pointed out that the problems of the student in preparental education differed somewhat from those of parents inasmuch as situations must be treated in terms of their immediate solution in parent education; whereas preparental education set the stage for the understanding of those situations when they developed some years later while at the same time it helped the student to meet his present family and social needs.

The evening meeting, presided over by Mrs. A. H. Reeve, President of the International Federation of Home and School, opened with greetings from our President, Mrs. Hugh Bradford, Mrs. L. D. Reagan, President of the Arkansas Congress of Parents and Teachers, Hon. C. M. Hirst, State Superintendent of Public Instruction, and Dr. John C. Futrall, President of the University of Arkansas.

Dr. Henry E. Barnard, Director of the White House Conference on Child Health and Protection, discussed the necessity for "Making White House Conference Recommendations Effective." He gave in detail the ways in which parent-teacher associations could make use of these findings in their state and local groups.

CHILD WELFARE



Mrs. A. H. Reeve



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Dr. Gertrude Laws



Dr. Ada Hart Arlitt

The session on "Professional Training of Leaders in Parent Education" was presided over by Miss Ellen C. Lombard, Associate Specialist in Home Education, United States Office of Education.

Dr. Gertrude Laws, of the Bureau of Parent Education, State Department of Education of California, spoke of the development of leadership in the state of California, and showed the relation of the "lay" leaders to the state department of education. Each of the lay leaders is required to pass an examination before she takes charge of a group, and opportunity for further training is provided after the leader has received her appointment and her certification from the state department.

Lay leadership in the extension service was discussed by Miss Grace Frysinger, Senior Home Economist, Central States Extension Service. Under this service, the local leaders receive training in carrying on home demonstrations, in organization leadership, and in teaching simple subject matter material to adults and to children in the 4-H Clubs. This work has been going on for many years and with great success. It is financed by Smith Lever Funds through the extension department of agricultural colleges.

The training of professional workers was discussed in terms of "Utilizing the Facilities for Practice in Training Professional Workers for Parent Education," by Dr. George Stoddard, Director of the Iowa Child Welfare Research Station, and "The Theory and Technique of Training Leaders in Parent Education," by Miss Flora M. Thurston, Executive Secretary of the National Council of Parent Education.

Dr. Stoddard gave a brief description of the courses and practice work necessary to train professional leaders in the University of Iowa and at Columbia University. He described a number of researches in the field of child development and parent education and the use of these researches and of the nursery school in parent education programs.

Miss Thurston pointed out that parent education is such a young movement that

July-August, 1931

it is just beginning to evolve a theory and technique of training its professional leaders. In the beginning the specialist merely attempted to give to parents an array of facts largely of academic interest and disparaged the efforts of parents to learn material which would be immediately practical. Today leaders in parent education are organizing their material on the basis of parent needs and are making it as practical as is humanly possible. To quote: "The philosophy upon which professional leadership should be based assumes that education is a process rather than a product, and that it may be furthered only by slow, constructive use of everyday experience which has become meaningful through the growth of insight."

The final session, at which Dr. Randall J. Condon presided, discussed the methods of utilizing many forces for parent education. The use of the extension divisions in organizing statewide programs was discussed by Dr. C. A. Fisher, Director of Extension, University of Michigan. The methods by which the extension departments could function throughout an entire state were brought out clearly with illustrations of the functions of such divisions in several states.

Dr. L. R. Alderman, Specialist in Adult Education, United States Office of Education, spoke on what the public schools can do for parent education. He called attention to the fact that the idea that training children came intuitively with parenthood had gradually changed in the last thirty years, thanks to the scientific studies of children. These latter have "given to parent education a new meaning and a new dignity which raises leadership in parent education to the professional level." Dr. Alderman pointed out that public school systems in several states were engaged on projects in parent education under the state department of education and under boards of education. These projects were often set up at the request of the parent-teacher association of the state or locality. It is evident from the present growth of the movement that parent education will make demands upon colleges, universities, and state departments

of education both for help and for leadership.

Dr. George K. Pratt, Associate Medical Officer, National Committee for Mental Hygiene, spoke on the place of the mental hygiene agencies in parent education and pointed out how a mental hygiene program could cooperate with a parent education program to make the latter fuller and more constructive.

The resources in vocational guidance were spoken of by Miss Emma Pritchard Cooley, Director of Vocational Guidance, New Orleans, Louisiana. The connection of vocational guidance with parent education was made clear.

Miss Julia Wright Merrill, Executive Assistant, Committee on Library Extension, American Library Association, gave a brief history of what the main and branch libraries have done in cooperation with parent education programs. She said that even in small libraries a "Parents' Book Shelf" can be placed where it will be available. Meeting rooms for parent education classes are offered by libraries and the use of books and the full cooperation of the library are offered to groups which meet in the library classrooms. She advised groups to take the librarian into their confidence and to work closely with her. Miss Merrill described several examples of cooperative projects between librarians and chairmen of the National Congress of Parents and Teachers.

ADA HART ARLITT, *Chairman,
Committee on Parent Education*





Two messages from President Hoover were received by the President of the National Congress, Mrs. Hugh Bradford, during the annual meeting at Hot Springs. They commended the use of the Children's Charter as the central topic of the annual meeting, and the cooperation of the Congress with the President's Emergency Committee for Employment.

April 29, 1931

Mrs. Hugh Bradford
President, Parent-Teacher Association

My dear Mrs. Bradford:

I am deeply gratified that the annual meeting of the Parent-Teacher Association will this year have for its central theme the Challenge of the Children's Charter which the White House Conference on Child Health and Protection crystallized as a working program for constructive new efforts in behalf of American Childhood. Your organization is ideally constituted to render most important service in furtherance of these aspirations for a better life for the children, and I deeply appreciate their cooperation.

Yours faithfully,

April 29, 1931

My dear Mrs. Bradford:

I appreciate very warmly what you and the members of the National Congress of Parents and Teachers have done in cooperation with the president's Emergency Committee for Employment. This work has been of the greatest social value besides its obvious humanitarian aspects. I will be obliged if you will convey to your associates my cordial thanks.

Yours faithfully,

The Hot Springs Convention

The General Secretary Catches a Bird's-Eye View

THE Thirty-fifth Annual Convention of the National Congress of Parents and Teachers has passed into history, but the work accomplished and the plans perfected will reach far into the future "for every child" in his development as our answer to the Challenge of the Children's Charter. All conventions of the National Congress are featured by hard work and careful and sincere deliberation on the part of the national officers and delegates. Those who would seek personal glory or social prominence do not attend. A leading citizen of Hot Springs who follows closely all conventions declared that he had never seen an organization deliberate so continuously and so intensely upon its program and problems.

Conferences and classes were largely attended and were considered by many delegates as the most valuable part of the convention. Problems were presented and discussed in an intimate and practical manner. Because of the great increase in the attendance at these conferences several of the rooms were not large enough to accommodate the delegates, and many were turned away.

The American people have emphatically stated, by the enthusiasm shown at this convention, that nothing must stop or even temporarily check the activities that tend to raise the level of human living and give to the child his greatest opportunity for development. For proof of this, your attention is called to the fact that in spite of the depression, drought, and

unemployment the number of registered delegates in attendance was one-third more than last year; our national membership increased 30,000; Founders Day gifts increased \$634.57; CHILD WELFARE magazine subscriptions increased several thousand; and plans were laid for a larger and more intensive program "for every child." Surely the National Congress of Parents and Teachers has become a necessary and integral part of human society.

An outstanding feature of the general program was the broadcasting from 11.30 to 12.30 on Wednesday, May 6. The National Broadcasting Company arranged for a network of forty stations covering the entire nation to broadcast the address of United States Commissioner of Education, Dr. William John Cooper, and that of Joy Elmer Morgan, Editor of the National Education Association *Journal*. On this same broadcast were also heard the voices of our National President, Mrs. Hugh Bradford, and Mrs. A. H. Reeve, President of the

International Federation of Home and School. The Hot Springs High School male quartet and the National Mothersingers furnished the music. We greatly appreciate the courtesy extended us by the National Broadcasting Company. It gave our membership of 1,511,203 and their many friends an opportunity to get something of the fine spirit and accomplishments of the National Congress.

The Pageant of Youth presented by the children of the Hot Springs schools was extremely



Choosing Classes

beautiful. Nature was in her best dress to receive the blended colors in the costumes of hundreds of boys and girls. A shower earlier in the day washed the foliage and the hillside to bring out all the shades of green. It seemed as if the mountain side, the trees, the grass, and the rocks were especially prepared for this pageant.

One of the important actions taken by the National Board was that all Congress activities should be centralized at the Washington headquarters. This action will move the Parent Education Division from New York City, the Summer Round-Up from Philadelphia, and *CHILD WELFARE* magazine from Philadelphia. This was done in the interests of closer correlation and better integration of the various Congress programs.

A new feature of the convention program was the conference on Parent Education in cooperation with the United States Office of Education. This proved valuable to our delegates in planning Parent Education programs in the various states. Leaders in this field from all sections of the country par-

ticipated in the conference. The address of Dr. William John Cooper, United States Commissioner of Education, was received by radio from California.

The increased number of teachers, school administrators, and men is wholesome. An active interest of all groups is necessary in perfecting the broad program which we have set forth. The Gander Breakfast attracted forty-nine men—a few geese could not resist the temptation to look in. We hope the ganders will flock together every year. All banquets and luncheons were well planned and attended by large numbers. Nearly 800 were served at the general banquet and 500 at the Gold Star Dinner. The whole state of Arkansas assisted in providing favors and flowers for all functions. Flowers were placed in the room of every delegate.

The National Mothersingers have established a reputation for producing excellent music at our conventions. Their harmony in music was typical of the harmony in thought and action existing everywhere. Not only do these mothers unite the nation in song, but each one is an ardent worker in the big field of child welfare.

Many fine compliments were paid the exhibits. The Children's Charter was presented in such a way that program helps for each point were given in a practical manner. The whole charter was synchronized with the work of the home, school, and community. Representatives of the White House Conference were delighted with the development of the Children's Charter as the central theme of the exhibits as well as of the general program. Many delegates took time to study the helps displayed by national chairmen and service agencies. The State Procedure Books and Publicity Books were well prepared and valuable. The Founders Day pictures contributed by Mrs. Mears were greatly appreciated and enjoyed by all. They were shown continuously during the convention. Delegates stood in line to inspect the Publicity and Procedure Books.

The resolutions which were unanimously adopted by the delegates were well prepared and allinclusive. They present in a brief



Publicity—Off Duty

way the standards and ideals of the National Congress and determine major points of emphasis for the coming year. They should be studied and understood by the membership and placed before the public in every locality.

The Hot Springs associations and the Arkansas Congress are to be congratulated upon their hospitality, efficiency, and untiring efforts in making the convention a success. Everything was well organized, and perfect harmony prevailed. The entire state was brought into a cooperative program that was appreciated by the delegates and will give still greater impetus to parent-teacher

work in the state. The Arkansas people will be remembered as most thoughtful and gracious hosts. They have set a high standard for the next convention city.

The fine spirit of the Arkansas people, the splendid cooperation of the headquarters hotel, Chamber of Commerce, and railroad officials, and the beautiful natural setting in America's finest playground contributed much to the success of the convention. Cooperation, sincerity, open-mindedness, and perfect harmony prevailed in all deliberations of the convention.

W. ELWOOD BAKER,
General Secretary, N. C. P. T.



The Children's Charter under the American Flag in the Exhibits Room at the Convention

Thank God, a man can grow!
He is not bound
With earthward gaze to creep along the
ground;
Though his beginnings be but poor and low,
Thank God, a man can grow!

FLORENCE EARLE COATES.



Dr. Lewis R. Alderman

Addresses at the

As They Impressed the

At the evening services, the Rev. Paul Quillian gave us "meat for strong men" in his address on Bob Jones the boy. "Bob asks continuously," said he, "'What is life all about, anyway?'" and unless we are alert to teach him differently, he will grow up to believe that it has no meaning and therefore may be thrown away, or else that it means wealth with oppression of the workers who make it, selfish pleasure, war, and self-expression when he has built up no self to express in terms of character and spirituality." He pleaded with us to insist that character and spiritual ethics be taught positively in the schools from the first to the twelfth grades, as the one absolute essential in education.

BECAUSE the Children's Charter covers nearly every phase of child welfare, it follows inevitably that every speech in the convention should be linked closely with it. As surely as all roads lead to Rome, so all wisdom pointed to the Charter. This was also true of the two former Child Welfare Conferences called by the Presidents then in office, but the main difference seems to be that the follow-up shows a much greater vigor this time than before.

The first speech to be recorded was a surprise. We had not dared to burden Mrs. David O. Mears with the weight of a speech out of doors at the Tree Planting, because she had not been feeling quite herself. But when we arrived at the place and the day, both of which were perfect, and found, moreover, that the local committee had provided the unexpected blessing of a microphone and amplifier, we ventured to ask her to say something to us after Mrs. Bradford's delightful presentation of the tree and Mr. Hirst's beautiful tribute to the little oak and to Mrs. Mears. And what a speech she made! She told about the first Child Conference in New York State, about the first Congress of Mothers convention at Washington, and then took us up to the heights to glimpse a greater vision of our opportunities and duties as parents and teachers. It was an inspiration.

Dr. L. R. Alderman, of the United States Office of Education, whom some of us first knew as the originator of "School credit for home work," and who has a remarkable understanding of the heart of a boy, then spoke on "The Runaway." He said that everyone at some time wants to be a runaway from the actualities of life and that our duty to our children is twofold: to teach them not to run away from situations, and to make their situations so harmonious and wholesome that they are not tempted to run away from them. He spoke of the delinquent boys in reform and other state schools as coming almost always from the broken home or the unhappy one where parents quarrel and treat each other with injustice or indignity. He urged us to help foreign-born parents to learn the language that their children are using in the schools and to make the evening schools an inspiration to young people, as a means of preventing delinquency.

With Monday came the formal opening of the convention after the lovely picture of Southern beauty in the Children's Charter Pageant that ushered it in. Mrs. Bradford

General Sessions

First Vice-President

in a gracious and stimulating review of the year's work said:

"The most significant things that have developed in relation to our Congress this year have been: (1) The Conference on Parent Education, which provided the opportunity for us to meet with nationally recognized specialists in this line and to assist in the future development of our program in this field. (2) The White House Conference which gave thirty or more of our leaders direct contact with the greatest assemblage of people interested in child welfare that has ever gathered in the United States. The reports of the Conference are indicative of what lines should be followed by our program of education and activity for many years in the future. (3) The meetings of the National Education Association at Columbus, and of the Department of Superintendence at Detroit which were most encouraging and fruitful in our development of cooperative plans for home and school education. (4) The reorganization of the National Office which has through each division increased its possibilities of service. (5) The studies that have been made to promote efficiency in all our activities. (6) The foundations of a parent education program that is attracting the attention of all social workers and educators. (7) Field service to states and national officers' visits that have stimulated and trained many leaders. (8) The unselfish and arduous service performed by our National Board. (9) Heroic service rendered by our locals in many states in relief work for children."

Mr. Lawrence K. Frank was unable to be with us as he was called to Washington on government business, but Dr. Ada Hart Arlitt read his speech, "Parents of Tomorrow," which left us in wonder how the children of the present ever grew up or kept



Rev. Paul Quillian

out of jail, so faulty have been our methods. Certainly we were given to know that understanding of the mind of a child comes not through divine inspiration but through definite application to study and a willingness to acknowledge ignorance before beginning.

Mr. Frank said, "Today we are being asked to meet certain standards which have long stood for the best human aspirations, but which in the face of an altered living are productive of innumerable disasters to the individual and the family. Educational agencies, churches, and homes, if they are to become more constructive, must refashion their aims and objectives and begin to build an educational process for a purpose different from that ever before attempted."

In an address entitled, "Education for the Individual," Miss Bess Goodykoontz, who had been the genius of the Conference on Parent Education during the two previous days, stressed equal educational opportunities for all the children of the nation. Those living in the poorer districts where it is impossible to get sufficient support by taxation must be assisted by the richer districts in a larger distributive fund. Children in rural communities must be given the same grade of schooling that those in the cities have, and those in the industrial districts must have education that shall enrich their lives in leisure time as well as fit them

to take part in the business and industrial world. Schools must recognize the importance of individual education if instruction in this present age is to succeed.

She said that the school program must largely depart from the methods in use today and a schedule of special instruction be substituted. The school plant must be a 24-hour-a-day proposition and assure a more adequate means of recording the interests and needs of the child, develop character through the use of character, institute methods for the diagnosis of child character, and apply records that give an insight into child aptitudes and interests. Miss Goodykoontz is assistant commissioner of education in the Department of the Interior and directs the work of forty specialists in the department.

Then came Miss Emma Pritchard Cooley who is director of vocational guidance in New Orleans and has served the Red Cross as director of child welfare in Albania, France, and Czecho-Slovakia. Miss Cooley said that parents should learn the value of the various school courses—academic, commercial, and technical, in order to help their children in choosing their studies and their life work. She urged us to supply more technical high schools for the boys and girls who would stay longer in school if they were kept interested, not simply compelled to kill time. She said, too, that now when there is so much unemployment and children remain in school longer, there is increased need for vocational guidance.

At the banquet, which is always a high light in this week of education and recreation, Dr. Willis Sutton, President of the National Education Association, was the principal speaker, coming from Atlanta for the purpose. He preached the gospel of

positive health and begged us to cease our idealization of sickness as a necessary part of existence. He said that youth must be taught that health is a great adventure and the accumulation of ages of right living, a sacred thing that he must guard and increase. Dr. Sutton hopes that very soon there will be a universal annual health examination of every person at the expense of the state, with the corrections to be made at the expense of the individual.

Dr. Barnard, of the White House Conference, who is spending all his time in deepening and stimulating interest throughout the states in the findings of the Conference and who remained with us most generously through our convention, said, "There is no virtue in a perfect report card if obtained at the expense of the student's health." He pleaded for more playground activities for all children as a necessary part of their health program, but deplored an over-emphasis on organized athletics as good for neither the community nor the students.



Dr. Willis Sutton

Mrs. Bradford reminded us that minimum requirements for the protection of children today must take into consideration the fact that home and social backgrounds have changed; that the age which gave us automobiles and airplanes has also brought the effacement of many family and neighborhood anchors for conduct; that the mechanical age which released from drudgery and heavy toil has also given many crude and inane forms of recreation; that the age of travel has taken us from our books, so that we must make vast adjustments in our family life if we would make that life a success.

The third general session was devoted to a program of learning through recreation.

Mr. Willard W. Beatty, Superintendent of Schools in Bronxville, New York, lectured on drama as an informal but potent method of self-expression. He showed how a group, large or small, could gain such expression through acting, both with and without experience or preparation. He said that the effect of this was a liberating of the spirit and a throwing off of inhibitions that was wholesome and beneficial. He then demonstrated his theory with various members of the audience, officers, state presidents, and delegates, until we were in a state bordering on hysteria and wiping our eyes with mirth. This was followed by Mr. J. W. Faust, always our guide and inspiration in recreation, who told us why all work and no play makes Jack a dull boy. Our subsequent actions showed how deeply we had absorbed the wisdom of these two instructors.

Miss Elise Martens, Senior Specialist in the Education of the Exceptional Child, spoke on that subject at the fourth session. Those who had thought of the exceptional child as one who was unusually brilliant only, were surprised to learn that he may be "the mentally deficient, the mentally gifted, the behavior problem child, the blind, the deaf, the crippled, or any other who is above or below the normal." There are more than three millions of these in the United States, not counting children who are undernourished or who have weak hearts. Miss Martens urged all states to enact legislation providing special classes for these children, proper institutional care, and child guidance clinics for their development. She said that we should consider the needs of the mentally gifted and the emotionally unstable as well as those of the physically handicapped; that in the procuring of mental health for all children lay the hope of the social adjustment of adulthood.

The last night of the convention brought tremendous inspiration in the addresses of Dr. William John Cooper, United States Commissioner of Education, and Mr. Joy Elmer Morgan, Editor of the *National Education Association Journal*. Dr. Cooper, expanding his theme of "A More Complete

Schooling," gave a joyous picture of what education should mean in the modern, progressive day. (*Coming in September.*)

By means of Mr. Morgan's address we attained the realization that there is no limitation in education and no confine of space or time; it was as though he gave us mental wings. Radio programs of education, paid for by the state and financed by fees paid by the radio owner, just as we pay our automobile tax, would make possible hours of improvement and delight, with no jarring advertisements injected at harassingly frequent intervals, and without vulgarity and jazz. He added the interesting suggestion that, while we are waiting for this situation to be changed, we might do well to write to our representatives in Congress when material received over the radio becomes obnoxious.

The speeches of the week constituted a lecture course or institute, the influence of which will long be felt by the delegates who eagerly absorbed wisdom, inspiration, and an impetus to learn.

MRS. B. F. LANGWORTHY,
First Vice-President, N. C. P. T.

We are beginning to realize that the rearing of children requires preparation. Parents should be educated to their responsibilities. Parents and teachers should look for the assets of the child and not his liabilities. A crippled child may be cured if the cure is given in time; the blind child, through his acuteness of hearing, may become a musician and by his manual dexterity do much in the world. Mothers must study their children and learn to develop their native capacities.

COMMISSIONER WILLIAM J. COOPER.

Joy Elmer Morgan said that if graduates of high schools and colleges were kept in school next year it would be an important factor in maintaining their morale. If they go out now in search of jobs, they will lower rate and salary scales if they obtain work, and those who fail will suffer impairment of their morale.

The Challenge of The Children's Charter^{*}

BY MRS. HUGH BRADFORD

President, National Congress of Parents and Teachers

WE are gathered tonight as the representatives of a great national child welfare organization, an organization that has for thirty-four years centered its attention upon the protection and guidance of children.

In the year that has intervened between our conventions, there has been an event of such magnitude and significance as to command the attention of the world. The White House Conference on Child Health and Protection last year was the greatest of its kind, a magnificent record of man's devotion to children, and marks, I believe, the beginning of a new era for the children of our nation.

It is proper and fitting that in this, our first meeting held as a national group since the Conference, we should devote the time and attention of our convention toward the consideration of the nineteen points of the Children's Charter which was set up by the Conference. Not only should we seek to appreciate the need and fitness of each point, but also we should determine how we may as a great organized movement make these rights secure to the children in whose area we find our opportunity to serve.

Those who are leaders in our rural communities must face the problem of securing equal opportunities in education, protection, and culture for the rural child; those who live in cities must face many social problems that affect the environment of the child in home and school. The teachers of our group must plan effective programs to correlate home and school activities and must seek to interpret methods in education to the parents. The parents must overcome the handi-

cap of traditional control, seek advice of specialists, and make child training accord with the best information of the present time. As individuals and as citizens we are challenged to do our utmost.

The parent-teacher association as a nucleus of community interest in the child must seek to arouse public opinion to provide safe, sane, and wholesome amusement and recreation for its children; it must seek to provide such environmental influences as will encourage a high type of moral, mental, and physical development.

The state is responsible for legislation, education, and the social welfare of its citizens, and just so far as it is able to protect homes, to prevent crime, and to supply financial aid and support in health and humanitarian measures, will it assure to youth his rights and his safety. The state branches of our Congress have authority and influence over great areas; the educational program of a state branch and its statewide activities must face the same problems of child care and protection as does the state itself. The committees of our Congress function successfully only as they regard the whole child, individually, and all the children of the state, collectively. No child is protected until every child is secure. The state or community that is less than democratic in its care of all children falls far short of a program worthy of the weakest state in our Union.

The educational program of the National Congress is not one that is superimposed upon states and locals. It is rather suggestive and stimulating. Our National Congress in choosing the theme for this convention hopes to direct the attention of leaders, national, state, and local, toward definite action, such

^{*} Address given at the Annual Convention of the National Congress of Parents and Teachers, Hot Springs, Arkansas, Monday evening, May 4, 1931.

(Continued on page 680)

July-August, 1931

Meeting the Challenge

Through the Department of Public Welfare

USING the topic given above, the conference of the Department of Public Welfare pointed out to the large audience gathered in the convention hall ways and means of providing "For every child, a community which recognizes and plans for his needs, protects him against physical dangers, moral hazards, and disease; provides him with safe and wholesome places for play and recreation; and makes provision for his social and cultural needs."

Mrs. Louis T. deVallière, Fourth Vice-President and Director of the department, presided and introduced as the first speaker Mrs. C. H. Thorpe, Chairman of the Committee on Citizenship, who spoke on the general work of the committee, and presented Mrs. W. P. McDermott as the most useful citizen in Arkansas. Mrs. McDermott gave an inspiring address on "Preparation for the Rights of Citizenship."

In the absence of Mrs. C. A. Mendenhall, Chairman of the Committee on Juvenile Protection, the subject, "Protection Against Moral Hazards," was ably presented by Mrs. C. L. Dragoo, Minnesota State Chairman. She pointed out many of the moral hazards with which the youth of today is surrounded; gambling devices, roadhouses, obscene printed matter, unwholesome movies, unrestricted use of automobiles, all of which contribute to his delinquency. She urged study and enforcement of laws concerning these things, and the establishment in every community of separate detention homes and juvenile court judges for youthful offenders.

Miss Julia Wright Merrill, Chairman of the Committee on Library Extension, was the next speaker, who told us that

July-August, 1931



A group of chairmen in the Public Welfare Department. Sitting: Mrs. Louis T. de Vallière, Director

"Books, and library service to provide them, surely rank high among cultural facilities." Theodore Roosevelt said, "After the church and the school, the free public library is the most effective influence for good in America. The moral, mental, and material benefits to be derived from a carefully selected collection of good books, free for the use of all the people, cannot be overestimated. No community can afford to be without a public library." Churches and schools have spread everywhere, but millions of children, especially rural children, are still without public library facilities, and still dependent on long distance state book service.

Miss Merrill called attention to the recommendations of the White House Conference Sub-Committee on Reading, copies of which were presented to the delegates. The solution of the problem of making available good reading matter lies in the county library, which like the consolidated school gives a high quality of service to scattered country people and villages. Since the advent of good roads and automobiles, nearly three hundred county libraries have been established in the United States. Steps

DEPARTMENT OF PUBLIC WELFARE

for securing a county library and its proper standards were outlined, and delegates were urged to make greater use of the books and the services of the librarians for the promotion of good reading in the home.

While the microphone was being placed for the national broadcast, Mr. J. W. Faust and the members of the National Committee on Recreation gave a ten-minute demonstration of how to provide relaxation at a parent-teacher meeting. Mr. Faust then spoke on the subject, "For Every Child Wholesome Physical and Mental Recreation," showing how these can be made available for every community, and telling what is being done by states in carrying out the plans of the national committee. The national chairman maintains an information exchange between state chairmen, and selected programs and bulletins are sent regularly to state chairmen.

The Challenge of the Children's Charter through motion pictures is "for the protection of children from abuse and neglect, exploitation or moral hazard," said Mrs. Hugh Morris, Chairman of the Committee on Motion Pictures. She called attention to the list of graded films compiled by the associate chairman, Mrs. Morey V. Kerns, and published each month in *CHILD WELFARE*, and urged that this list be used in every home, and posted in schools and public libraries. She explained the Hudson Bill which provides for a federal motion picture commission. Parents were urged to get the facts at first hand regarding housing conditions and fire protection in motion picture theaters, to cooperate with local theaters in securing the best pictures, and to support only the best. Children should be out in the open air on Saturday rather than parked in theaters while their mothers shop or play bridge, and no child should attend the movies during the week. "Teachers have a right to demand from parents children with clean open minds, not clouded with false ideas about life; children with healthy minds and bodies."

Miss Marian L. Telford, Associate Chairman of the Committee on Safety, represented the chairman, Mrs. J. B. Potter, and claimed "for every child, education for safety and protection against accidents to which modern conditions subject him—those to which he is directly exposed, and those through which loss or maiming of his parents affect him indirectly."

Miss Telford analyzed the accidents to which the modern child is subjected, and said that accidents are *third* in importance as a cause of death among preschool children, *first* between the ages of five and fourteen, and *second* between fifteen and nineteen. Determining factors in child safety were listed as they concerned him in home, school, and community.

Suggested programs and specific activities, outlined in printed material, were given to the delegates for their notebooks. This material was prepared by the associate chairman.

In closing, the director, Mrs. deVallière, placed upon each delegate a personal responsibility for carrying back to every community the inspiration and help she had received from the conference, and translating it into activities which would meet the challenge. The work of the department is prevention rather than cure, as illustrated by *A Parable*:

"Better close up the source of temptation and crime
Than deliver from dungeon or galley;
Better put a strong fence around the top of the cliff
Than an ambulance down in the valley."

MRS. LOUIS T. DEVALLIÈRE,
*Fourth Vice-President,
Director, Department of Public
Welfare, N. C. P. T.*

Public recreation is a public utility which should be on a parity with public safety, public health, and public education.


WILL R. REEVES.

July-August, 1931

DEPARTMENT OF PUBLIC WELFARE

DRAMMER TRIUMPHANT

(O. P. Special Wire)

 TARS sweep audience off their feet and out of the window before capacity house at Parent-Teacher Convention in Hot Springs. Surrounded by the Shades of Duse, Irving, Bernhardt, and Barnum, gripping dramatic triumphs of newly discovered actors transform convention from its humdrum existence into a Valhalla of delirious delight. Strong men wept! Women cried!! Ladies swooned!!!

What are we talking about? None other than the drama part of the play evening at our National Convention. This was opened with a short talk by Willard W. Beatty, Associate National Recreation Chairman for Drama, on "Drama As a Leisure-Time Activity," which was followed by the thrilling productions already referred to, directed by Dr. Beatty "himself in person." The audience was moved to tears as the program progressed. Many became apoplectic and there was a continual patter of buttons popped off by riotous mirth. A steady stream of ambulances was required to take those who were overcome to nearby baths. The corps of nurses in attendance was greatly overtaxed.

The first triumph was "Little Red Riding Hood" in pantomime. (No! Gentle Reader, that is not a costume, but the way they do it.) Script read by Dr. Beatty. Imagine our amazement when we referred to the program, to find that Little Red Riding Hood was none other than our Mrs. B. F. Langworthy, and the Wolf, whose tail was a dramatic triumph, was Newell W. Edson. The Mother of Little Red Riding Hood we recognized as our gracious Mrs. Hugh Bradford, but with her pansy-like demureness how could Little Red Riding Hood have other than such a mother? Again it was necessary to refer to the program to find out who the fragile, wraith-like

grandmother might be, with her snow white hair and dainty white feet, pattering across the stage. It was none other than our Down East friend, Dr. Condon. The valiant Woodsman, who slew the wolf, was W. P. Keith, Superintendent of Schools, Jefferson County, Arkansas. The polished manner with which he dispatched the Wolf showed an uncanny perception which could have been attained by no one but a disciple of the "Seven Cardinal Objectives of Education."

At the close of the performance, roses and leis and many curtain calls showered the cast. Escorts were provided at the stage door to assure the actors safe exit to their rooms.

"The Fatal Quest" was an equal triumph. Here the King was W. Elwood Baker from the National Office; Queen, Mrs. L. D. Reagan, President of Arkansas; Princess, the young Circe, Mrs. M. M. Moore, of Arkansas, and the august Duke, none other than Howard T. Ennis, President of the Delaware Congress. Curtain was thrillingly portrayed by Mrs. George Meade and Mrs. Cauldwell, of Louisiana; and Mrs. Charles T. Bailey, representing the Hawaii Congress, added to her personal triumph by her dramatic interpretation of the Bell.

Time out was taken here to permit the audience to readjust itself psychically and otherwise. There followed then three brief but thrilling masterpieces. In "The First Client," Dr. George K. Pratt portrayed the Lawyer; W. P. Keith, doubling from another performance, was the Client; and the winsome Stenographer, whose name has escaped us, came from St. Paul.

This was followed by an "Umbrella Dialogue," with Mrs. R. F. Case and Mrs. S. N. Schnee, of Connecticut, playing first and second umbrellas in the duet. This was particularly appropriate for a health resort and made a very great impression upon the audience.

The last play was "At the Ferry," a Shavian dramatic interpretation of clever dialogue between a man, his wife, and their young son. Unfortunately our notes were

DEPARTMENT OF PUBLIC WELFARE

blown out of the car window, and we can only state here that the mother was played with much fervor by Mrs. C. D. Johnson, of Oklahoma.

This was the drama side of the play evening. What was most pleasing of all about it was the fact that all the things could be put on at your association meetings or in your own home with just as much genuine hilarious fun. They have already been tried out at one state convention under the leadership of a state chairman with great success.

The preparation for the dramatics was very simple and brief. Costumes were made up of the things one finds in the attic and in old cupboards, bed sheets, and other homemade properties. "Little Red Riding Hood," as we indicated, was acted out while someone read the story. In the "Fatal Quest" each character is supposed to read from the score and act the character as he reads. For example: it opens with the King coming upon the stage, reading as follows: "Enter the King." He is followed by the Queen, who reads, "Followed by his devoted Queen."

In "His First Client," the lawyer sits at his desk and has the manuscript before him, and he carries on virtually all the conver-

sation. This needs but a few minutes' preparation. The stenographer has two or three simple lines, which could be memorized in two minutes or extemporized, and the client, who is a telephone operator, has merely one short line.

"At the Ferry" requires the memorizing of some very clever lines, but the responsible job is that of the boy. The answers of the father and mother, in a tight place, could be extemporaneous. However, the boy's part could be memorized in a half hour.

"The Umbrella Dialogue" is another stunt in which the manuscript can be read, since the characters are hidden under umbrellas dressed as people. So you see that putting on a dramatic stunt party, in addition to being much fun, is quite simple. Mr. Beatty recommended "Six Dramatic Stunts" published by the National Recreation Association. This association also has lists of other books with dramatic stunts, and three- and five-minute plays which can be had upon request.

This part of the play evening was followed by a social recreation hour led by Mr. G. S. DeSole Neal and his staff of the Little Rock Recreation Commission. Those who were not too worn out by laughter, to



The Pageant of Youth, presented by the children of Hot Springs Schools in honor of Congress delegates

DEPARTMENT OF PUBLIC WELFARE

the number of several hundred, played through this delightful hour of games and marching and enjoyed it very much. The descriptions of the games played, plus others, were presented in mimeographed form in the delegates' notebooks.

One of the most interesting facts about recreation at the convention was that the short recreation periods (for resting delegates that had become weary with discussions) were led by parent-teacher members who happen to be state recreation chairmen. They led us in enjoyable singing games and stunt songs at our seats. The fact of their doing it, and doing it well, we hope demonstrated to the group there that any parent-teacher worker who wants to lead a game period, and who will take her courage by the hand and try it out, can lead these simple stunts at association meetings or in the home. The parent-teacher members who did this were Mrs. M. H. White, of Mississippi; Mrs. A. C. Seikman, Oklahoma; Mrs. W. E. Burnham and Mrs. M. M. Moore, of Arkansas.

Truly, the recreation side of our convention was most delightful and satisfying. Our only regret was that we couldn't have you all present to add to the fun and to share the fellowship and enjoyment.

J. W. FAUST, *Chairman,*
Committee on Recreation, N. C. P. T.

First Law of Life

A Challenge of the Children's Charter

SINCE the first law of life is self-preservation, it seems paramount that from cradle to grave one must be taught safe habits and practices. In the early years of childhood it becomes the responsibility of parents so to set the example and train the child that he will be able to make the realization of a purpose possible—whole-souled and not physically or mentally handicapped because of ignorance, carelessness, or heedlessness. The child of preschool age must learn safe habits and have no fear of adventure in life because of his alertness and awareness and intelligence. Because this early training is so vital, the Committee on Safety, in its October release to National Board members, state chairmen and state presidents, released an abstract of the talk of Dr. Ada Hart Arlitt given at the National Safety Council Convention at Pittsburgh in October, 1930. This abstract appeared in many state bulletins. It was listed, "Training the Child in Safe Habits." Safety education for the preschool child is closely related to purposeful living.

MRS. J. B. POTTER, *Chairman,*
Committee on Safety, N. C. P. T.



Just after the tree planting. Left to right: Mrs. B. F. Langworthy, Mrs. Hugh Bradford, Mrs. David O. Mears

The Challenge

As it Appealed to the Department of Education



Miss Charl O. Williams

TWO significant aspects of the interesting conference of the Department of Education at the Hot Springs convention stand out as worthy of mention. In the first place the director and the committee chairmen were amazed and gratified that between six and seven hundred delegates found it possible to attend the conference. More important than this was the discussion which followed the presentation of the reports by committee chairmen. It seems safe to say that if time had permitted, this discussion from the floor would have continued for another two hours. With this experience as a basis the director and the committee chairmen are already making plans for the conference of the department at the next convention.

In opening the conference the director reviewed briefly for the delegates the work that the National Congress of Parents and Teachers has done for the welfare of the childhood of the nation, and pointed with pride to the fact that this ideal for which the Congress has long striven has been recognized by three White House Conferences, called by Presidents Roosevelt, Wilson, and Hoover in 1909, 1919, and 1930,

respectively. The Children's Charter, a summary of the work of the last White House Conference, is regarded as a concrete expression of the fundamental objectives of the National Congress, and formed the basis of the discussion at the conference of the Department of Education.

An interesting topic of this discussion was that great problem of inequality of educational opportunity which confronts educators and laymen today. It was pointed out that by the creation of a federal Department of Education with a Secretary in the President's Cabinet to study educational questions of national importance much could be accomplished to remedy this inequality. Active interest was manifested for the establishment of a federal Department and questions were presented from the floor as to what the National Congress of Parents and Teachers could do to promote this great movement. Education of public opinion as to the needs and functions of a federal Department of Education on the part of members of our strong organization was the direct answer to these questions.

Though great strides are made every year toward giving an equal educational opportunity to all, the ideal is still far from being realized. Even though schools are provided, teachers hired, and the best methods evolved, large numbers of boys and girls are unable to take advantage of these opportunities because they are forced to go to work before completing an elementary high school education. Moreover, it was pointed out that this year there will be hundreds and thousands of young people who, having completed their high school or college education, are ready for work, but for whom there will be no jobs. Therefore, it was urged in the conference and in the resolutions of the convention that every effort be made to continue 1931 high school and college graduates in school for another year,

DEPARTMENT OF EDUCATION

at the end of which time it is hoped that conditions for their absorption in the occupational life of the nation will be more favorable. It was agreed that parent-teacher associations should organize as never before in order to keep these young people in school.

It was the consensus of the conference that these opportunities for an education must be made available to every child "regardless of race, or color, or situation, wherever he may live under the protection of the American flag." Only through the complete eradication of illiteracy from the land can this democratic objective be achieved. The 1930 census shows a substantial reduction in illiteracy, but the fight is not yet won. We still face the challenge that we stand tenth among the nations of the world in literacy. Before the goal—"no illiteracy by 1940"—can be attained, it remains for every man and woman who is interested in seeing this country become functionally literate to continue the fight until every child in the land is assured the benefit of an educated parentage that can at least read the printed page and take advantage of the countless pamphlets and books on child welfare.

At the close of the conference definite recommendations which embodied the important points brought out in the reports and discussions were drawn up and presented at a later session of the convention. These recommendations will be found in full in the Proceedings of the convention, but in the interest of those who wish to get their committee work under way a brief enumeration of them is given here:

It was recommended that there be awakened in every community greater interest in extending financial aid to elementary and high school boys and girls whose parents are unable to provide educational opportunities for them; that in order to carry out an adequate program of physical education, proper facilities, ample time, and

July-August, 1931

well-trained teachers of this subject be provided in all communities; that every child and adult be given the opportunity to enjoy that enrichment of life which comes through an appreciation of the beautiful and artistic in everyday living; that every child be given specific education in the humane treatment of all living creatures to the end that certain character traits and an understanding and regard for the rights and feelings of human beings be developed; that every child be given the advantage of kindergarten training in order that a solid groundwork for his education be laid and his moral and social development assured; that a nation-wide campaign for the eradication of illiteracy be continued until this blot is forever wiped from the land; and that certain standard educational requirements such as well-trained teachers, adequate school buildings, and a curriculum to meet the needs of all the children, be met in every community in the nation.

These recommendations, together with the resolutions unanimously adopted by the convention, constitute the greatest challenge in the history of the organization. It is hoped that state branches and local units will proceed with avowed determination to achieve the purposes therein set forth.

CHARL ORMOND WILLIAMS,
*Fifth Vice-President,
Director, Department of Education,
N. C. P. T.*

I shall not go down the old roads;
I shall not follow the beckoning footpaths
of dead leaders,
Making broad roads of them;
I shall make one footpath myself.

CLEMENT WOOD.

DEPARTMENT OF EDUCATION

STUDENT LOANS

and

SCHOLARSHIPS

THESE true stories speak for the benefits derived from parent-teacher work in student loans and scholarships:

"Sadie" worked for her room and board from the time she entered high school, but did not have money enough for her car fare, books, and school supplies. Through the Scholarships Fund this money was furnished her (\$2.00 per week) while she was in high school, and as soon as she had graduated she wanted to fit herself for teaching, so the scholarship was continued as she entered Teachers College. She graduated with highest honors and was among the first to be placed in the school system where she is today—a successful teacher. "Through this scholarship fund, a noble girl has been given to the community and state."

"Mary" writes when sending her final check (on a \$450 loan covering three years) that it is wonderful to be able to borrow money for an education "without signing your life away" and she also says that she feels that her present happiness and success as a librarian she owes to the help given at a crucial time by the state Congress through the Student Loans Fund.

Mrs. Jones, a widow, and the mother of three small children, manages to buy food and pay a small rent with the meager salary of \$13 per week which she receives as a helper in a laundry. The children are able to attend school through the efforts of the Student Aid which furnishes them with garments and shoes.

MRS. F. H. DEVERE, *Chairman,*
Committee on Student Loans and
Scholarships, N. C. P. T.

ILLITERACY

THE Illiteracy Conference on Wednesday, May 6, was presided over by Honorable C. M. Hirst, National Chairman of the Committee on Illiteracy, and was conducted by Mrs. Cora Wilson Stewart, founder of the Moonlight Schools.

Among the speakers were Mr. Hirst, Miss Pearle Davis, Director of the Illiteracy Commission for Arkansas, Mrs. Nannie E. Askren, of Kansas, Miss Beatrice Johnston, of North Dakota, Miss Frances Hays, Dr. Lewis R. Alderman, Superintendent W. P. Keith, of Arkansas, and Mrs. George P. Meade, of Louisiana.

The definition of illiteracy was made clear and it was shown that immigrants who could read and write in their native tongue were not to be considered among the illiterates. The causes of illiteracy were stated as: (1) Indifference of parents, (2) Poverty, (3) War, (4) Disease, (5) Remoteness, (6) Lack of compulsory school attendance laws, (7) Migration. The remedy was, first of all, to search out and teach those who have grown up without education, and, second, to create sentiment for the enforcement of school attendance laws. Plans for organization of state, county, and local districts were presented. One-minute reports from the field brought out some very encouraging facts as to the success of the campaign against illiteracy, some counties reporting as high as a fifty per cent reduction.

C. M. HIRST, *Chairman,*
Committee on Illiteracy, N. C. P. T.

The Congress Library

THE Congress Library for 1931 will contain the Proceedings of a great national conference and of a great national convention both bearing on the Children's Charter; a set of posters illustrating the Charter; a year's subscription to CHILD WELFARE; and the second year-book on Parent Education.

July-August, 1931

The Home Service Department Accepts the Challenge

SCTIONS of the Children's Charter which deal directly with the home were chosen as the basis of the Home Service Conference held during the national convention.

Section I. For every child spiritual and moral training to help him stand firm under the pressures of life

Section II. For every child understanding and the guarding of his personality as his most precious right

Section III. For every child a home and that love and security which a home provides

Section VII. For every child a dwelling place, safe, sanitary and wholesome, . . . and a home environment harmonious and enriching

Section XI. For every child such teaching and training as will prepare him for successful parenthood; and for parents, supplementary training to fit them to deal wisely with the problems of parenthood

Section XV. For every child the right to grow up in a family with an adequate standard of living and the security of a stable income as the surest safeguard against social handicaps

Miss Bess Goodykoontz, Assistant Commissioner in the United States Office of Education, spoke of the responsibilities of the home in regard to the school life of the child. She said the home should provide love, affection, and stability, all of which gives to the child a feeling of security. The home should prepare the child for school, not only in regard to his physical health, but also in regard to the attitude created



Mrs. B. C. Hopkins

toward the school, which should be one of dependency upon it rather than dread of it. The home should provide the tools of learning so that the child's education will not cease at the school-room door, but will be carried over into the home where it may be enlarged through materials such as maps, charts, and books supplementing those at school. The home has much to do with the quality of work done by the child, and his future aims and expecta-

tions are largely the results of the home influences.

Miss Ellen Lombard, Chairman of the Committee on Home Education, introduced five state chairmen, who gave brief reviews of the work done by this committee in the states they represented.

Mr. Newell Edson brought a message from the Social Standards Committee, while Mrs. Ella Caruthers Porter spoke of the significance of the right teaching of Thrift in home and school, and introduced her associate chairman of Thrift, Mrs. N. J. Irvine.

A committee was appointed to prepare recommendations which would aid in carrying forward these sections of the Children's Charter.

RECOMMENDATIONS

The Home Service Department declares that its purposes are in harmony with the rights of the child as set forth in the Children's Charter and that it is prepared to meet the challenge of that charter.

The department recommends that the National Congress of Parents and Teachers and its units

- I. Interest themselves actively in the study of the following points:

DEPARTMENT OF HOME SERVICE

- (a) The types of houses best suited to be homes for children
 - (b) The management of homes to insure security and peace and at the same time provide for child development and growth
 - (c) Home sanitation
 - (d) The program of education for homemaking as regards
 - 1. The present scope of work in schools
 - 2. Means of strengthening work of education for home-making in the schools
 - 3. Standards and practices in homes as they affect the child's concept of a home
 - 4. Minimum standards for family life and the fundamental needs for steady employment to stabilize family income
- II. Encourage prevocational courses in the junior high school curriculum and cooperation between home and school in understanding prevocational education of the child
- III. Declare themselves in favor of steady work for the able worker as a means of security for children in homes
- IV. Foster home education through securing cultural and educational radio programs and also through the generous provision through books and home libraries for the reading interests of adults and children in the homes
- V. Aid in interpretation of the 18th Amendment as a significant protection of the American home and urge parents to set an example in the observance of this law and all laws
- VI. Assist parents in the nurture of the spiritual and moral well-being of the children in the home through the promotion of individual and group study, reading in the home, story telling, music, and the wise selection of radio programs.

MRS. B. C. HOPKINS,
Sixth Vice-President,
Director, Home Service Department,
N. C. P. T.



A Parting Tribute to Arkansas

It lies where God hath spread it
In the gladness of His eyes;
Like a flame of jeweled tapestry
Beneath His shining skies.
It lies not East nor West,
But like a scroll unfurled,
Where the hand of God hath hung it
In the center of the world.

From an Ohio Buckeye

Department of Health

Mrs. Herman Ferger, Seventh Vice-President, and Director of the Department of Health of the Congress, arranged for some of the most important conferences of the convention.



The Health Conference

THERE is increasing evidence of a feeling on the part of convention delegates that conferences should get down to practical situations. With this idea in mind the Health Department decided to base their conference this year on the consideration of a specific case around which the discussion could develop. Since in other years much time has been given to a consideration of the health of the preschool and grade school child, it was decided to limit the case to the early adolescent years. (A full statement of this selected case of Mary Blaine will be found in the Proceedings of the Hot Springs Convention.) Therefore the conference devoted the first half hour to a live discussion of the techniques of the Summer Round-Up under the skilled leadership of Dr. Lillian R. Smith, National Chairman. The remaining hour and a half was given over to a brief presentation (fifteen minutes each) of the child hygiene, mental hygiene, and social hygiene aspects of Mary Blaine's situation. There followed time for questions, both oral and written, concerning specific ways of meeting various angles of the situation. Of course the time wasn't long enough. It never is in such conferences! But it demonstrated the interrelationships of the work of the three committees and their agreements as to what needs to be done for the fourteen-year-old Marys growing up in American homes.

NEWELL W. EDSON, *Chairman,*
Committee on Social Hygiene, N. C. P. T.
July-August, 1931



Mrs. Herman Ferger

Conference on Child Hygiene

THE Child Hygiene Conference was attended by about 125 people. There were present in the group presidents of local associations, two state presidents, one state child hygiene chairman, and several professional workers, including representatives from the field of parent education, school health education, community health work, and public health nursing.

The chairman, Miss Murphy, gave a brief summary of the major interests of the Child Hygiene Committee and enumerated possible problems presenting themselves to the workers in the field of parent-teacher and community health work. In the group discussion which followed, emphasis was placed upon the necessity of considering the entire age range from birth to adult life as a matter of concern for health committees. While special emphasis must be placed upon the Summer Round-Up or upon certain other special features of the health program, such special features must not be considered as completely meeting the Challenge in regard to the health of children. Adequate preparation for school by means of examinations and corrective work and good home program from birth up to school entrance was agreed upon.

Evidences of concrete contributions to community health as a result of parent-

DEPARTMENT OF HEALTH

teacher endeavor were cited, including the securing of school and community nurses, the establishment of home hygiene courses conducted for the group by the school or community nurse, training of teachers in health education, the proper management and direction of the school lunch, the securing of medical service to the schools and the establishment of preparental courses in junior and senior high schools which would include health aspects, such as child care, food in relation to health, and home budgeting.

Importance was laid upon studies and surveys in schools concerning various aspects of the health of pupils as a means of furnishing data upon which to build health programs. While facts have been gathered in various parts of the country, it is important for the local group to know facts concerning its own situation. Examinations by physicians and dentists were, therefore, stressed, and it was suggested that health habit inventories and direct facts concerning the lunch room and other aspects of the school program should be secured locally.

It was further pointed out that medical examinations furnish one of the most important factors in a health education program, the physician having an opportunity at that time to stress points with greater emphasis than anyone else is able to do. The presence, therefore, of the parent or parents at such examinations is a definite help, and provision for such attendance by parents was urged upon schools. It was felt that the parent-teacher groups can be of great help in bringing about a type of co-operation between home and school that would insure the attendance of parents and a follow-up of the health procedures of the school.

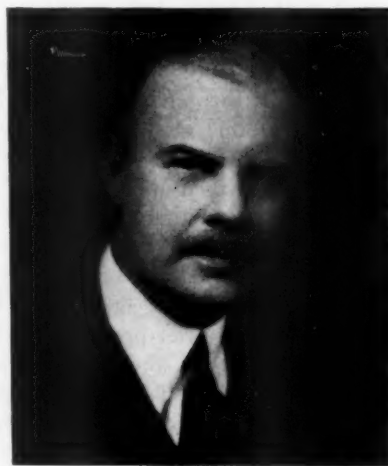
The interest in the high school child and the health problems presented by him indicated a great need for further emphasis on this phase by our Congress programs. The fact that there is little or no medical and nursing service connected with high schools;

that there are extra strains at this time not sufficiently safeguarded against; that in many cases there is inadequate protection against over strenuous activity in physical education which might be provided against by adequate medical service; that the lunch rooms are frequently unrelated to health instruction and in some cases without connection with the home economics department, were all subjects for lively discussion. It was agreed that much work needs to be done in the communities to bring about adequate health protection and health education at this age level.

MARY E. MURPHY, *Chairman,*
Committee on Child Hygiene, N. C. P. T.

or

Conference on Mental Hygiene



Dr. George K. Pratt

MENTAL hygiene at the national convention at Hot Springs drew to itself this year a more enthusiastic audience than ever before. In addition to participation in the Health Conference, during which the program was shared with physical and social hygiene, mental hygiene had two periods of its own: one in the form

DEPARTMENT OF HEALTH

of an address by Dr. George K. Pratt, National Chairman of the Committee on Mental Hygiene; and another consisting of a two-hour Question Box.

Dr. Pratt in his mental hygiene address discussed this year three special emotional needs of the child and pointed out how parents can help their children attain them:

1. The child's need for love and approval
2. His need for emotional security
3. His need for legitimate outlets for his equally legitimate will-to-power

Dr. Pratt pointed out in connection with the first need that the child naturally tends to develop much emotional dependence on its mother early in life, but that as it grows older the wise mother will permit the child to become more independent. On the other hand, the mother who cannot satisfy certain emotional needs of her own and who, therefore, under the guise of unwholesome mother love, refuses to allow the child to develop independence, creates a permanent attitude in the child that retards his satisfactory adjustment to the world in adult life.

Dr. Pratt explained that one way by which parents can assist their children to become normally independent lies in helping them to obtain more satisfaction from personal accomplishment and less from seeking the approval and praise of other persons. He also discussed the motives that lead certain parents unwittingly to stifle their children's emotional development, but took great pains to explain that parents never did this intentionally, and that no "blame" should be attached to parents under these circumstances.

"We, as parents," concluded Dr. Pratt, "are apt to pride ourselves on the many material sacrifices we make for our children. May I suggest, however, that perhaps the important sacrifice is not of material needs, but that the truest and most helpful sacrifice parents can make for their children lies in a willingness to recede progressively into

the background of the child's life as his need for dependency on the parent grows less and less."

During the Question Box period in mental hygiene, Dr. Pratt devoted the entire period to questions concerning the clearing up of confusion in the minds of the audience as to what was mental hygiene and what was not mental hygiene. Numerous case examples were quoted to illustrate both sides of the question, and many expressions of satisfaction were heard later over the elucidation of this point.

During the National Conference on Parent Education, called by the United States Office of Education, in advance of the parent-teacher meeting, Dr. Pratt was invited to discuss "What Mental Hygiene Agencies May Do in Parent Education."

GEORGE K. PRATT, *Chairman,*
Committee on Mental Hygiene,
N. C. P. T.



The Summer Round-Up

THREE conferences on the Summer Round-Up were held at the Convention at Hot Springs, Arkansas: one for delegates on May 5, one as a part of the Health Department Conference on May 6, and one for state presidents and Summer Round-Up chairmen on May 7.

At these conferences the chairman discussed Round-Up methods, and emphasized the importance of meeting the requirements outlined in the *Plan of Procedure*. The chairman also indicated the need of the appointment of state and local chairmen who have ability to organize; early and tactful contacts with the medical and dental professions, health officers, school superintendents, and representatives of other cooperative groups; the importance of privacy for the examination of each child by setting aside a room for this purpose; the value of careful follow-up during the summer, by a

DEPARTMENT OF HEALTH

public health nurse wherever possible, to determine whether or not the recommendations of the physician are being carried out.

In the discussion the following points were brought out:

1. The value of requiring one of the parents or a responsible adult to accompany each child to the spring examination

2. The help which can be given the Round-Up by bulletin articles, and talks by educators, doctors, and dentists for some time prior to the consideration by the local unit of registering for this project

3. The need of developing leaders who may be available as chairmen in case vacancies occur

4. The need of additional literature for distribution to parents prior to the opening of the Round-Up

5. The need of securing copies of the *Plan of Procedure* and registration blanks not later than January 15 for distribution to local units, to be followed by examination blanks and accompanying material soon after registration, so that spring examinations may proceed without delay

6. The importance of making clear to the medical profession that the spring ex-

amination is an educational project, and that all cases are referred to the family physician for diagnosis and treatment

7. The fact that nurses should not make the spring inspection, as the *Plan of Procedure* requires an examination by a physician

8. The importance of retaining the active leadership of the Summer Round-Up in the parent-teacher association, even though other groups may participate

9. The value of radio talks, press notices, and magazine articles, as demonstrated in Illinois, Missouri, and other states, and by a Summer Round-Up film in Ohio

10. The effectiveness of a group fall check-up or fall examination rather than a check-up from the slips handed in by the children on entering school

Definite recommendations were made by the group with particular reference to the Challenge of the Children's Charter, and these recommendations were included with those drawn up at the close of the Health Conference on Tuesday, May 5.

LILLIAN R. SMITH, *Chairman,*
Committee on the Summer Round-Up,
N. C. P. T.

Medal Awards



In Summer Round-Up

Medal awards have been won as follows:
By the following state branches having the largest number of units carrying through the 1930 Campaign:

Class "A"—Ohio 176 units
Class "B"—Wisconsin 83 units
Class "C"—Rhode Island... 62 units

By state branches having the largest number of units registered for 1931 as of April 15:

Class "A"—Ohio 364 units
Class "B"—North Carolina 149 units
Class "C"—Rhode Island... 74 units
By state branches having the highest percentage of units enrolled for the 1931 Campaign as of April 15:
Class "A"—Ohio 35.51%
Class "B"—North Carolina 40.93%
Class "C"—District of Columbia 68.35%

DEPARTMENT OF HEALTH

Recommendations

KEEPING in mind the Challenge of the Children's Charter, the Health Department of the National Congress of Parents and Teachers makes the following recommendations:

Point IV

Claims the right of every child to: *Preparation for life and protection at birth; and for every mother: preparation for the giving of life and protection against unnecessary hazards in child-bearing.*

We recommend that recognition be given to the importance of adequate prenatal, natal, and postnatal care as essential to the health of the child as well as the mother, and that this topic be emphasized for special study.

Point V

Claims the right of every child to: *Health protection in his home, in the school he attends, and in the community in which he lives.*

We recommend that associations registered in the Summer Round-Up carry through this project and secure a greater number of corrections of defects; that the Summer Round-Up be followed by periodic health examinations of school children of all ages.

As a means to furthering the aims of *Point V* in the Charter we reaffirm our belief in the benefits deriving from the inclusion of May Day—Child Health Day—in our national calendar and urge Congress units to participate in its observance.

Point VI

Claims the right of every child to: *Promotion of health, health instruction, and wholesome recreation.*

We recommend the promotion of thorough physical examination periodically, and the special provision of such examination as a basis for entrance into strenuous athletic activities by boys and girls; and health education as an essential part of a school program.

Since it is generally recognized that attention must be given to the health of the whole child, it is recommended by this department that physical, mental, and social hygiene, and the Summer Round-Up of the children be made an inseparable part of every child's health program.

Point XI

Claims the right of every child to: *An education which incorporates preparation for the obligations and responsibilities of parenthood, family life, and citizenship; and for parents, dissemination of the accruing knowledge to prepare them for parental responsibility.*

We recommend for growing boys and girls wholesome interpretations of sex conduct situations in order that they may approach marriage and parenthood with sound standards and high ideals.

Realizing that parent education may be counted upon as a vital factor in the establishment of physical, mental, and social health, we urge the adoption of programs for its promotion.



© A. C. H. A.

The National Congress of Parents and Teachers has labored throughout the thirty-four years of its history for the rights of children and for the conservation of childhood, and recognizes the Children's Charter as a dramatic and concrete expression of its fundamental objectives.

The Congress offers the following resolutions as a guide in achieving the aims of the Children's Charter, and urges state branches and local associations to give their whole-hearted cooperation and support to a realization of the principles herein set forth.

TRAINED LEADERSHIP

We stand for trained leadership for all units, departments and study groups of the National Congress of Parents and Teachers, realizing that it will promote and clarify the spirit of cooperation between home and school and will eliminate interference in school administration, sectarian and partisan controversies and participation in commercial enterprises.

PARENT EDUCATION

Recognizing parent education as the first essential for building better homes and rearing finer boys and girls we advocate the organization of parent education groups on all age levels in each association and the development of a strong program of homemaking in all schools. We further urge that every effort be made to give individual parents an opportunity to understand the progressive phases of development through which every child passes.

CHARACTER EDUCATION

We believe that home and school programs should include activities which will foster in the child the highest qualities of spiritual, mental and moral character, and which will inculcate a love of the beautiful in nature, in art and in noble human relationships.

HUMANE EDUCATION

We recognize the danger of influences which tend to arouse and foster a brutal and unfeeling spirit, and reaffirm our approval of a continued program of education to protect children from the debasing influence of the commercialized rodeo and other exhibitions which are accompanied by cruelty to animals.

THRIFT

We urge the teaching of thrift both in home and school in the use of time, talent and resources.

SAFETY

We believe in education for safety and appreciate the significance of home and school cooperation in protecting children from hazards to which modern life subjects them.

TRAINING FOR LEISURE

We believe that a positive program of opportunities for the wholesome use of leisure should be offered by every community and that to this end we should lend our sympathy and support to local governmental provision of such opportunities in both city and country, and we further believe that our support and sympathy should be given to those phases of school curricula which aim to train boys and girls for the Right Use of Leisure.

FULL-TIME USE OF SCHOOL PLANT

We urge that legislative and administrative provision be made for the full-time use of the whole school

RESOLUTIONS

Adopted by the Thirty-fifth
Of the National Congress of
AT HOT SPRINGS, ARKANSAS

plant for leisure time activities under competent supervision.

VOCATIONAL GUIDANCE

We advocate constructive programs for vocational education and guidance that will enable all youth to find the occupation in life for which they are best adapted and which will enable them to make their largest contribution to the social welfare.

HANDICAPPED CHILDREN

We urge the United States Office of Education to make a survey of all exceptional children in order to gain a more complete knowledge of their needs, and to provide adequately for their care and education.

MATERNITY AND INFANCY LEGISLATION

We favor the passage of adequate legislation for the promotion of maternal and child hygiene, with provision for adequate cooperation between the health and educational agencies of the Federal Government and for the administration of the act by the United States Children's Bureau. We stand for adequate appropriations for rural health work and for district, county or community organization for health, education and welfare.

HEALTH

We urge for all children a periodic examination, followed by necessary medical and dental care, protective and preventive measures against communicable diseases, provision of a safe and sanitary environment in both home and school and community and such instruction and training as shall prepare the child for the care of his own health and for supporting adequate public health measures.

BUREAU OF HOME ECONOMICS

We favor adequate appropriations to the Bureau of Home Economics in the United States Department of Agriculture, for research and information service in foods, clothing, household equipment, and other problems of family economics, from the point of view of the well-being of the family and the home.

CHILD LABOR

We urge state branches, pending the ratification of a Child Labor Amendment to the United States Constitution, to work for the passage of state laws which will protect children from exploitation.

JUVENILE PROTECTION

We reaffirm our belief that juvenile court service and separate detention homes should be provided for all children who need such service, and that these agencies should be in charge of judges qualified by training and temperament to handle such work. We feel that in no case should a child be tried in court without the presence of his principal or teacher, as well as a parent or guardian.

OLUTIONS

erty-fifth Annual Convention

ress of Parents and Teachers

S, ARKANSAS, MAY 7, 1931

RADIO

We believe that radio broadcasting is an extension of the home; that it is a form of education; that the broadcasting channels should forever remain in the hands of the public; that the facilities should be fairly divided between national, state and county governments; that they should be owned and operated at public expense and freed from commercial advertising.

MOTION PICTURES

We stand for cleaner and better motion pictures; condemn indecent appeals in motion picture advertising; and declare our disapproval of the system of blind-booking and block-booking of films.

PROHIBITION AND NARCOTICS

We affirm our belief that the present Eighteenth Amendment is already a national benefit in curtailing the distribution and use of alcoholic beverages, and we pledge our support to a thorough education of youth in homes and in schools as to the deleterious effects of alcoholic beverages and narcotic drugs upon health, working ability and morale.

INTERNATIONAL COOPERATION

We stand for renunciation of war as a national policy; for the active participation of the United States in the first world Disarmament Conference in February, 1932; for the ratification of the World Court Protocols by the United States Senate; and for some lasting organization of nations which will insure continued international cooperation.

UNEMPLOYMENT EMERGENCY

In keeping with the recommendations of the authorities who are studying our far-reaching problems of unemployment, we recommend that all forces join hands to continue 1931 high school and college graduates in school for another year when conditions will be more favorable for their absorption into the occupational life of the nation.

ADEQUATE SUPPORT OF EDUCATION

We pledge ourselves to work for adequate and equitable support for public education.

We urge the United States Office of Education to make a survey of the rural schools of the Nation in order to ascertain their status and needs, and to define more clearly the contribution which they may make to scientific agriculture and to a worthy rural life.

We stand for equal opportunities for all children, rural and urban, and believe it is the responsibility of local, state and Federal governments to provide financial aid for such educational opportunities as will assure every child a fair start in life.

We stand for teachers of training, character and culture; for adequate tenure and retirement laws for

teachers, and for a single salary schedule for all teachers of equal training and experience, regardless of sex.

SELECTION OF STATE AND COUNTY SUPERINTENDENTS

We believe that state and county superintendents of education should be selected on a professional basis by non-partisan boards of education elected by the people.

COUNTY LIBRARY

We recognize the right of children and parents alike to books and library service and reaffirm our endorsement of the county library for rural districts.

ILLITERACY

We stand solidly behind the educational forces of state and nation in efforts to provide personnel, method, and funds to remove the blot of illiteracy and enable adult citizens, as well as children, to enjoy the advantages of education.

A FEDERAL DEPARTMENT OF EDUCATION

While education is a matter of state and local concern, we recognize the need for its promotion by the Federal government and pledge our support to the movement to create a Federal Department of Education with a Secretary in the President's Cabinet.

AMERICAN EDUCATION WEEK

We pledge our support to the nation-wide observance of American Education Week.

GEORGE WASHINGTON BI-CENTENNIAL

We pledge our cooperation to the United States Commission for the celebration of the 200th anniversary of the birth of George Washington.

A PARENT TEACHER ASSOCIATION IN EVERY COMMUNITY

We look forward to the day when there will be in every community in the United States a parent teacher association, organized as a Congress unit, at work under wise guidance on problems that will help to insure each child that measure of health, protection, happiness, and fullness of life which is the aim of the Children's Charter.

COURTESY

We gratefully acknowledge the beauty and quiet which have surrounded us during our stay in this hostess city and we desire to express our appreciation of the efficient planning, thoughtful courtesy, generous hospitality and personal friendliness extended to us by the citizens and officials of the city of Hot Springs, by the state government, by the members of the Arkansas Congress of Parents and Teachers, by the entire staff of the Arlington Hotel, by the press, by the National Broadcasting Company and Station KTHS for presenting our educational program to the radio audience, and by all organizations and individuals who have contributed to make this convention successful and one long to be remembered with pleasure by all delegates and visitors.

COMMITTEE ON RESOLUTIONS

MISS CHARL WILLIAMS, *Chairman*

MRS. A. A. MENDENHALL	MISS MARY MURPHY
MRS. WILLIAM F. LITTLE	MRS. WILLIAM T. BRICE
MRS. RAYMOND BINFORD	MRS. B. C. HOPKINS
MRS. L. E. WATSON	MRS. CURTIS BYNUM

A Miniature

I

May Day at the Convention

CHARMINGLY heralded, accompanied by youth and maiden and tiny page, down the mountain side they come, the king and the queen of the May. Royal-crowned and color-clad they become radiant youth enthroned, and with their attendants form at the same time both background and picture.



The yellow tulips on the steep slope, held in their place by terraces or rock, sway and glow, their color intensified by the golden figures on the green below.



High above, the hill lies serene with its upper fringe of dark pine and its lower



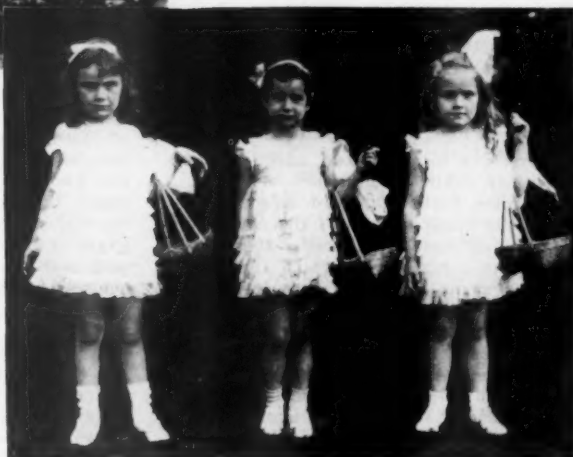
"—down the mountain side they come—"

reaches of fresh spring green. The foundation rocks of the mountain itself break into rough outcroppings here and there among the feathery softness of tiny new leaves.



The steep slopes, cut in zigzag lines by pathways and steps of age-old rock, are alive with little gauzy pastel bodies that descend from the mountain and skip in harmony to the May music.

Zigzag, down they come, the children, stepping daintily, tripping happily. Down they come, other children, more slowly, carefully coupled, to weave the blue and gold of the rosetted May poles into close patterns and unweave them by their own rhythmic movements. Down they come, the children, yellow-, orange-, and red-robed, bodice-bound in flowers, with hoops beflowered, group matching group, a kaleidoscope of flowery circles within circles, yellow to deep red. Down they come, the children, shoulders back, proudly conscious of the flags which lead them and of the smaller flags they bear, past the announcing buglers and drummers, the boys in royal purple and white. Down they come, maidens now, with beauty in line and flow of garment and grace in the dainty handling of floating scarf, with shoes abandoned on the mountain slope beside the dropping path. Down they come, other maidens, balloon-borne figures, to dance about the fanciful formations of golden scarves. Down they all come to fill the now child-fringed green with joyous abandon. The released balloons rise towards the white clouds and the blue sky beyond, higher and higher, until they disappear above the trees of the opposite mountain and leave the chimney swifts in sole possession of the airways above the busy town.



"—with shoes abandoned—"

On Sunday afternoon, May 3, at the foot of Hot Springs Mountain, a small oak tree was planted, and dedicated "to the children of the nation" in honor of Mrs. David O. Mears, charter member of the National Congress of Parents and Teachers and Chairman of the Founders Day Committee.

A Miniature

II

We Dedicate a Tree

VESPER hour, sunlight on silvery white hair, quivering tender hands, slow step, but a voice clear and strong bringing words of treasured memory and of prophetic hope for time to come. A voice and words of personal appeal so strong that hearts open and hot tears come to watching eyes.

"And so God bless you"—it was a benediction upon which applause intruded, for "Amen" rose spontaneously in listening hearts.

A gold and black butterfly floats over the shrubs nearby, a tiny lizard scurries under the rocks, a child all unconscious kneels by the little oak tree to find a four-leaf clover—beautiful, helpless things which call out the best in our lives because of their very dependence.

The little tree itself is young and tender. It will be dependent on God's sunshine, air, and rain and on the soil in which it is growing, but its roots will reach farther and farther down, and its branches will cast wider and higher shadows on the mountain side. It will bear fruit and do its own work in the world.

It has received the gift of water from many places—from the high mountain lands of the east and the higher mountain slopes of the west; from the wide claims of the Dakotas and the sandy shores of the Gulf; from the deep under-surface level of an Arizona copper mine; from mighty rivers and lakes, historical and legendary, the country over.

July-August, 1931



Left to right: Mrs. Fred M. Raymond, Acting Chairman, Mrs. David O. Mears, Chairman, Founders Day Committee, and the slender tree

For a day only will it taste the gift-water and be refreshed thereby, but it will drink ever deeper of the water of its own home in the mountain valley park. For its lifetime it will be a tree set apart, dedicated to spiritualized parenthood and bearing the name of one who has given her finest effort that God's little ones might have life more abundantly.

In its place near the tufa rock it hears no longer the ringing chorus of mothersingers or the voices of friends lifted in songs inspired by love, but it will often hear the joyous voices of little children and many times it will shelter queenly old age, vigorous maturity, radiant youth, and winsome babyhood. It will stand as a growing symbol of protecting love.

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President, North Carolina Congress.

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The Rural Life Conferences

"Out where the day lasts a little longer,
Out where the handclasp is a little stronger,
That is where the country begins.

"Out where the sky is a little bluer,
Out where friendship is a little truer,
That is where real living begins."

LL day I have worked in the garden. On the lawn have frolicked a brown-haired, brown-eyed boy of six and a collie dog. A country mother in a country garden with my child, my flowers, and my thoughts.

Only a short time ago I was in Hot Springs, Arkansas, attending the annual convention of the National Congress of Parents and Teachers, where hundreds of mothers, fathers, teachers, and lovers of children were planning another garden, our parent-teacher garden, fragrant and fair, blossoming with love, peace, and good will.

From the orange groves of California, the meadows of Maine, the ranches of Texas; from the farms of Minnesota, the plantations of Mississippi, and the fields of Michigan came the delegates. Country folks at a convention! But we felt at home in Arkansas, for in the shaded valleys, on the sun-drenched mountains we found kindred spirits who welcomed us as only those living in the great open spaces can welcome.

"What will it profit if we gain the whole world and lose our own children?" was the first question which met our eyes as we entered the auditorium—a question which made us approach the conferences very seriously, realizing we were met to accept the Challenge of the Children's Charter.

The 459 delegates who attended the two Rural Life conferences were told by Mrs. A. H. Reeve, National Chairman of the Committee on Rural Life, that the rural home is responsible for the rural school. "The rural school is just as good as the rural people want it to be," she said. "Therefore it often stays in the one-horse stage while the parents ride in autos. Your parent-teacher association must be a sound

organization. The voice of your people must be heard, for it is an organization by the people, for the people, and of the people. Maintain a spirit of community team play; pull together always."

In speaking of programs, Mrs. Reeve said: "Building a program is much like building a house or planting a crop; you must be sure of your ground and you must know what you want to produce. Have a program of interpretation, build it around the Children's Charter, for there is no bond so strong and so free from personal differences as the welfare of our children."

Mrs. J. Sherman Brown, Third Vice-President of the National Congress, who led in discussion, said, "The rural child is not different from any other child, and rural aids to the child are limited only by the vision of the parents. All of the points of the Children's Charter are his rights also." She asked if our rural teachers are modern, and if not, why not? We who are responsible for the teachers employed should get them modern.

New interest in recreation for rural communities was created by our "play-man," Mr. J. W. Faust, National Chairman of the Committee on Recreation, who said, "Break up rural parent-teacher meetings with diversity of recreational stunts for best results. Rotate programs as a farmer rotates his crops to freshen the capacity for constructive work. Leadership may be latent, but it is present. Develop it. Sing, but whatever you do, don't make your songs all dirges."

A Rural Life exhibit representing a model parent-teacher booth at a county fair was of much help and interest to delegates. This was developed with posters made by

school children in many states, with a model rest tent for children of tired parents who were privileged to "check their children free with the P. T. A." A map of a county which is 100 per cent parent-teacher, an association in every school, was displayed. Hundreds of state bulletins were distributed from this booth as well as leaflets from the National Offices. Ohio contributed the idea of the booth and the Arkansas Rural Life chairman assisted in making it a reality.

At home again with my thoughts, colored by the messages brought to us by world leaders in child welfare work. Accept the

challenge? We cannot do less. The destiny of the world is being determined today, not in senate chambers and parliaments, but in the boyhood and girlhood of the races. They are the "fragile beginnings of a mighty end." The children are here. From them we have received much; to them we owe much. In our hearts we thank God for the delightful burden; we are grateful for the sublime responsibility; we appreciate the inspiring trust. Let us then take seriously our privilege to teach and to train these little ones for their future places in the world.

MRS. IVAN C. WOHRLEY, *Chairman,*
Rural Life Committee, Ohio Congress.

"No printed word or spoken plea
Can teach young hearts what men should be;
Not all the books on all the shelves
But what we are ourselves."

Congress Comments

Mrs. J. K. Pettengill, of Michigan, was elected by the Board of Managers of the National Congress to be secretary of the Congress. Mrs. Pettengill is the retiring president of the Michigan Congress, and now fills the vacancy left by the death of Mrs. E. Elmo Bollinger in November, 1930.

Among the cities competing for the honor of having the 1932 national convention were: Chicago, Detroit, Des Moines, Minneapolis, and Wichita (Kansas). Minneapolis was the city chosen by the National Board.

Mrs. Charles T. Bailey, an alternate for the president of the Hawaii Congress, extended to the National Congress an invitation from Honolulu to meet there in 1936.

The National Board will hold its fall meeting at Winslow, Arizona.

The Congress now has a membership of 1,511,203, a gain of 30,098 members over last year. Thirty-one states increased their membership; also Hawaii and Alaska.

The largest local parent-teacher association belonging to the National Congress is in Denver, Colorado—the Cole Junior High School Association. It has a membership of 2,058.

July-August, 1931

Montana, Utah, and Wyoming were the only branches of the National Congress not represented at the annual convention. The total registration was 870.

At the convention honorary national life memberships were presented to:

*Mrs. T. Merle Shaw, of Connecticut
Mrs. Annie Lange, of Arkansas
Dr. C. T. Drennen, of Arkansas
Mrs. B. I. Elliott, of Oregon*

Miss Alice Sowers has been appointed Associate Chairman of the Committee on Parent Education to assist the chairman, Dr. Ada Hart Arlitt, who will return to her professional work at the University of Cincinnati in September. Miss Sowers will do field work, and her headquarters will be at the National Office of the Congress in Washington.

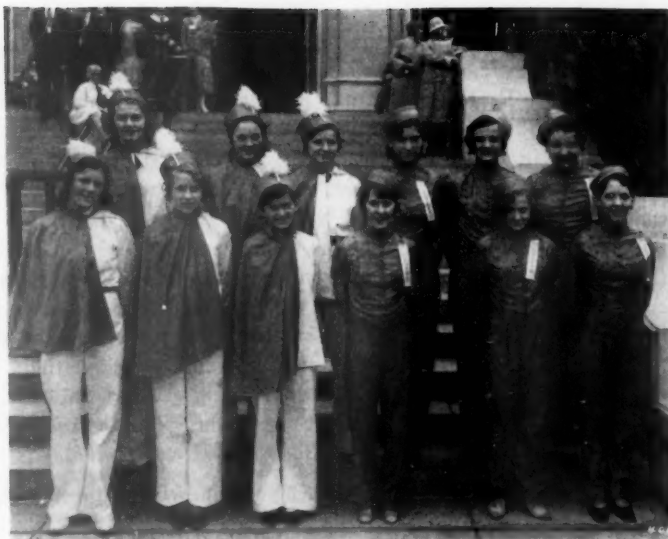
The National Congress was entertained this year by one of its youngest branches. Organized in 1925, with 56 Congress units numbering 2,500 members, the Arkansas Congress today numbers 585 units with a membership of 28,456.

Summaries of addresses and reports may be found in the 1931 Proceedings.

Pages from Pine Bluff, Arkansas, who were on duty the day of the Gold Star Dinner

Gold Star Dinner

(CHILD WELFARE
MAGAZINE)



THE Gold Star Dinner has become one of the outstanding events of the annual meeting of the National Congress of Parents and Teachers. This year it was held in the beautiful banquet room of the Arlington Hotel, one of the finest hotels in Hot Springs, Arkansas.

Since more than 500 tickets were sold the day before the dinner, there was an early assurance that the 1931 feature would be the biggest in history. It was, by over 200.

As soon as the doors opened at six o'clock, guests in festive attire began to arrive; smiling, happy groups keen to celebrate the achievements of their states in promoting the official magazine. They were shown to their places at tables which had been attractively decorated by the Pine Bluff Parent-Teacher Council of Arkansas, whose president, Mrs. S. J. Lavender, supervised the details. A miniature reproduction of the city of Pine Bluff (even to the river with real live fish in it) was the decorative feature of the Gold Star Honor Table, at which were seated the speakers, honor guests, and representatives of the Gold Star Honor Branches. One of the table souvenirs was a small picture album in blue and gold, containing photographs of officers, editors, and directors of the magazine, presidents of the National Congress of Parents and

Teachers, and magazine chairmen of the branches which won the highest honors in the 1930-31 Oak Leaf Contest.

The programs, also in blue and gold, represented a small edition of CHILD WELFARE, except that instead of articles the pages contained messages to fit the occasion, from editors, officers, and directors of the magazine.

As soon as all the guests were seated the lights were extinguished. Then out of the darkness glowed the electric gold stars which hung from the ceiling above the speakers' table and from the chandeliers. A spot light, played along the head table, centered attention on the Gold Star Honor Branch representatives. All the lights were then turned on and dinner was served.

At 7.30 a surprise feature was introduced. Three attractive young ladies—Miss Alpha Filcher, of Sacramento, California, and Miss Virginia Coleman and Miss Marion Thorpe, of Little Rock, Arkansas, appeared dressed in costumes of long ago which were loaned for the occasion from a valuable collection belonging to Miss Catharine Schafer of Philadelphia. The young ladies impersonated Mrs. Theodore Birney, Mrs. David O. Mears, and Mrs. Frederic Schoff, and served by a number of southern darkies, they distributed miniature copies of the first issue of CHILD WELFARE

magazine—dated November, 1906. Many were the comments when it was discovered that an acorn release inserted in the miniature magazine brought out the fact that the first issue referred to at least twelve of the nineteen aims of the present Children's Charter.*

When Mrs. Hugh Bradford, National President, rose to greet the audience, she captured attention at once with a witty introduction: "I wish I could make my remarks as bright as these stars. I shall at least try to make them as pointed."

Mrs. E. C. Mason, Editor-in-Chief, told of the splendid manner in which her editorial board is striving to secure for the membership the finest articles available on parent-teacher and child-training subjects. The entire editorial board, with the exception of Dr. Garry Myers, who was obliged to return home the day before the dinner, was present.

Dr. Ada Hart Arlitt, Associate Editor of CHILD WELFARE and Chairman of the Committee on Parent Education, made the address. Her subject was: How the Magazine Is Used in the Field. Dr. Arlitt had just completed an extensive tour of the country and informed her listeners that the official magazine is being used more and more in program work by preschool, elementary, high school, and college groups, that students are using it, and that it is being generally looked upon as one of the leading publications in the parent education field.

Each branch that had secured seven or more Gold Stars in the 1930-31 campaign was entitled to a place at the Gold Star Honor Table. Twenty-two branches qualified and their representatives made a pretty picture seated at the Honor Table, dressed in their finest, with faces wreathed in smiles as they sported their badges of achievement—wide white satin ribbons, with stars to the number earned gleaming thereon.

As Mrs. C. H. Remington presented to

each of the winning representatives a Gold Star Honor Medal, the recipient made a one-minute speech of acceptance. When Mrs. George Wilcox rose to receive the Gold Medal for New Mexico, Phyllis and Elizabeth, her seven- and eight-year-old daughters, came down the aisle singing "Fair New Mexico" to the delight of the guests.

The Gold Star Honor Shield, awarded to the branch which had earned the largest number of gold stars, was presented to South Dakota and accepted for that state by Mrs.

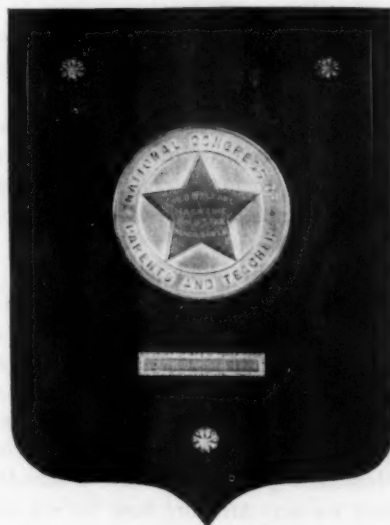
A. B. Larson, State Chairman of CHILD WELFARE magazine.

With this presentation the dinner came to a close and another milestone was passed in extending the use of CHILD WELFARE, the National Parent-Teacher Magazine.

MRS. CHARLES H. REMINGTON,
*Chairman, Committee-at-Large,
CHILD WELFARE Magazine*



*Gold Star Honor
Medal*



*The South Dakota Congress won the
Gold Star Honor Shield*

* Copies of this first issue may be secured from magazine headquarters for 10 cents each. Such a copy will be a valuable addition to any parent-teacher library.

STATE BRANCHES WINNING A GOLD STAR HONOR MEDAL AT
GOLD STAR DINNER

	<i>Stars</i>		<i>Stars</i>		<i>Stars</i>
South Dakota	19	Minnesota	11	Vermont	8
Idaho	18	Pennsylvania	11	Colorado	7
New York	15	Rhode Island	10	Georgia	7
Arkansas	14	Illinois	9	Kentucky	7
Arizona	13	Kansas	9	Michigan	7
California	12	New Mexico	9	North Carolina	7
Iowa	12	New Jersey	8	Ohio	7
		Oklahoma	8		

The Challenge of
The Children's Charter*(Continued from page 656)*

action to be that which each group may determine for itself as its urgent need.

Here in convention assembled, we, the members of the National Congress of Parents and Teachers, are looking introspectively at our own delegates.

Perhaps state presidents here will feel the need to confer with the governors and heads of state departments, urging, as did the Conference itself, that states assemble their forces to discuss the problems of child health and protection within their states. Or, if this has been already accomplished, the presidents of our state branches may stimulate within the parent-teacher groups of the state the plans which follow out the recommendations of the state and national conferences on child health and protection.

Perhaps the leaders in city groups may find great opportunities of service by recognizing in one or in several points of the Charter the immediate needs of childhood in their communities.

Perhaps the individual parent, teacher, or friend will resolve to set in action some great force for good which only he can stimulate.

Perhaps it may be that as a great national organization we shall be able to gather the force of our million and a half members in some great national achievement. The challenge has been given. We have a standard by which we may measure how far we have acquitted ourselves of our responsibilities toward children.

The next ten years should bring not only those "irreducible minimums" of the past, but a great expansion of the nation's ideal for children. Our minimum requirements for the protection of children today must take into consideration that home and social backgrounds have changed; that the age which gave us automobiles and airplanes has also brought the effacement of many family and neighbor anchors for conduct; that the mechanical age which released from drudgery and heavy toil gave also many inane and crude forms of recreation; that the age which brought ease of travel takes us from our books. We must adjust ourselves and our family life to conditions that will vary in these ten years as greatly as life in two remote nations may differ.

We must meet the challenge by a recognition of the great advance that has been made in the health of children, and of our need to carry on our interest toward mental as well as physical health.

We must develop not only preventive measures in medical service, but preventive delinquency work. We must charge ourselves with the training of character, developing within ourselves the strength to live as worthy teachers and parents; guiding and advising our young to learn self-control, honesty, justice, and charity.

The Charter is written. Before this organization it should be our self-imposed commandments. We should pledge ourselves anew to the service of childhood. "Yellow and brown, and black and white, our Father bless them all tonight."



Child Welfare Magazine Chairmen
of the
1930-31 Gold Star Honor Branches

- | | |
|---------------------------------|----------------|
| 1. MRS. A. B. LARSON..... | South Dakota |
| 2. MRS. A. R. THOMAS..... | Idaho |
| 3. MRS. AVERY J. PRATT..... | New York |
| 4. MRS. J. B. LEATHERMAN..... | Arkansas |
| 5. MRS. WM. J. YOUNG..... | Arizona |
| 6. MRS. J. FRED RODGERS..... | California |
| 7. MRS. J. O. WOODMANSEE..... | Iowa |
| 8. MRS. W. M. WEEKS..... | Minnesota |
| 9. MRS. C. W. WALTERS..... | Pennsylvania |
| 10. MRS. DAN PAGENTA | Illinois |
| 11. MRS. M. E. HELMREICH..... | Kansas |
| 12. MRS. H. A. ADAMS..... | Oklahoma |
| 13. MRS. CHAS. A. CASSIN..... | Vermont |
| 14. MRS. L. C. GERDING..... | Colorado |
| 15. MRS. P. G. HANAHAN..... | Georgia |
| 16. MRS. WALTER U. ZIEGLER..... | Kentucky |
| 17. MRS. E. J. WILLIAMS..... | Michigan |
| 18. MRS. J. L. HENDERSON..... | North Carolina |
| 19. MRS. HALLIE LANE | Ohio |

We were unable to obtain photographs from chairmen of Rhode Island, New Mexico, and New Jersey.

Back Home Again



THE telephone rings. The returned delegate takes up the receiver, calls "Hello," and smiles happily in response to the greeting from the other end of the wire.

"Thank you! Well, it is good to be back. No matter where I go, or what I see and do, I am always thankful to get home again. I did try to remember always at Hot Springs that it was the president of the Lincoln Parent-Teacher Association, and not just Lydia Brown, who was enjoying a stay in that lovely Arlington Hotel. Naturally there were many things that I did not have time

to do because a parent-teacher president is a pretty busy person at a national convention, especially if it is her first."

"No, Jane, I don't believe that I am exactly the same person; in fact, I believe that I am quite a different person, but one thing is certain, I am not set up about the experience; instead, I am somewhat set down, as it were. You see I was the central figure in an accident and I shall not soon forget it."

"Oh, no, not alarming. Not an automobile accident—no. Some of my old ideas and some new ideas came together so violently that a good many of my prejudices were smashed beyond recognition. Really, Jane, the person who went back home from that convention with the same old ideas and ideals simply wasn't all there, that is certain. I tried to get too much, I know that, and as a consequence I felt addle-headed at the end of the second day, but I hunted up our state president who 'knows the ropes' and she helped me decide which conferences would be most valuable to me as a delegate from our section of the state. I tried to check up by our Convention News and the daily papers as to how accurately I could interpret what speakers said, because it is amazing how differently four of us reported a certain meeting. Someone told me that Dr. Gertrude Laws, of Los Angeles, had said that there was danger in this widespread parent education movement, so I had her pointed out to me, went right up and asked her about it."

"Why, no, dear! Those celebrities who attended the convention were the most approachable people you could imagine, and as I think of it, one of the greatest privileges of the convention was the chance to meet and talk to other people, mothers, fathers, teachers, principals, superintendents, and experts in all lines of parent-teacher and parent education work, every one of them willing to be helpful. It made me realize that we go to conventions to give of our own experiences as well as to take from others."

"Oh, yes, about Dr. Laws. When I asked her if she said that there was danger in the parent education movement, she said, 'Yes, unless people are guided in the selection of material for study.' Dr. Arlitt, who is head of parent education for our National Congress, told of the marvelous results which study groups are getting from using the CHILD WELFARE magazine. It made me feel like going right home, digging out my file of

(Continued on page 688)



What One Man Thought

HELLO, Sam, haven't seen you for a long time. Sit down for a chat. Where have you been? Just getting home?"

"Glad to see you, old man. Yes, just getting back home, Hal. I had a little business which delayed me. It is more than a week now since I left St. Louis. You see I killed a whole flock of birds with one stone, for when the neighbors found that I was going in the direction of Hot Springs, they elected me delegate to the convention of the National Congress of Parents and Teachers. I went over, just intending to register and exhibit myself for an afternoon or so, to show my good sportsmanship and then beat it, but do you know, Harry, I stayed right through to the last session—resolutions, by-laws, and all—and I'm here to tell you that I take off my hat to the N. C. P. T. when it comes to conventions!"

The younger man smiled credulously and offered a cigar to his guest. "Smoke, Sam—or have you laid off since you have taken a notion to join the Woman's Club?"

"I don't blame you for saying that, Hal, but you are a long way from the truth. I thought the same thing before I went, but I've changed my mind. There were many more women than men, it is true, and that is not to our credit, by the way, but I hadn't been there very long before I forgot all about women and men as separate sexes because they all worked side by side, not as men and women, but as *people*, discussing the issues of the convention, analyzing each other's parent-teacher experiences, and trying to work out policies to fit all parent-teacher associations—rural, as well as town and city groups."

"What sort of problems do you mean?"

"I fell into a luncheon group quite informally one day, attracted by the presence of the N. E. A. president and a veteran educator whom I knew, completely surrounded by men and women laughing and chatting, gay as a house party. I am sure that Dr. Sutton had been telling one of his famous stories. They invited me to join the group and I found, to my amazement, that the subject under discussion was international fellowship and the part the public schools must play. And believe me, they knew what they were talking about. German poetry, French drama, American songs seemed mighty important to that group who were deeply concerned about the peace of the world."

"I heard one woman quoting from *CHILD WELFARE* magazine, that is the official monthly publication of the Congress, and she said that this is the most important age in a thousand years to be a teacher of children, because this is the generation of children who must develop international mindedness if we are to preserve world peace. Then another piped up and said that it must cer-

(Continued on page 698)



CHILD WELFARE

*Published in the Interests of Child Welfare
for the 1,511,203 Members of The National
Congress of Parents and Teachers*



THE GRIST MILL Mother's Health

THEORETICALLY the summer, being the time for vacations, is a period of relaxation and recreation. Practically it is far from being that for the majority of mothers. Except in the case of families in which the children go to summer camps, it is almost impossible for mothers to relax when the greater freedom and activity of their children put a greater demand upon maternal watchfulness and care, or to re-create their own strength when they are being called upon at any moment to help provide recreation for their young people. Mother's real vacation may well come in some other part of the year.

It must come at some time. That is essential—an essential far too often neglected, with disastrous results. Mother's good health is the *sine qua non*. It is the necessary element taken for granted in all advice about the care and training of children, all courses in parent education, all programs for child welfare. To instruct a mother in the constant, consistent, understanding, resourceful, enlightened rearing of her children when she herself is nervous, overworked, and ailing is like pouring water into a broken cistern. Helpful information about building right habits in children so that they will grow up sound in body, mind, and character comes flooding in from ever

wider and wider sources, but as far as each home is concerned this beneficent flood has to flow through the channel of one woman's strength.

A woman may have the best will to learn that there is in all the world, she may be intelligent and able to assimilate what she learns, but if she lacks the bodily endurance and the nervous force to carry it out, it is useless. She will do her best. She will try faithfully to apply right principles and methods, but nerves will get the best of her at times and she will spoil a good week's work by a sharp word. She will be too tired to follow a method persistently and consistently day in and day out. She may even become really ill, with the consequent household upheaval. All this is likely to happen if a mother is neglectful of her health. No doubt there are thousands of mothers so tired that they can think of nothing more blissful than a chance to be sick; not too sick, of course, but comfortably, quietly indisposed with no one to bother them. That cannot be. There is no such thing in the world for mothers, for even if everything else was tranquil their anxiety for home and children would torment them. Mothers will always keep up as long as they can. Since that is the case, they owe it to their families to be really well, not merely fifty per cent efficient. True, they owe it to themselves also, but no one ever talks about that. However carefully a woman may conceal a physical disability, her children unconsciously perceive the tension and react unfavorably to it. There is almost nothing more unfair to a child than to have to grow up in an atmosphere of ill health.

THEN how shall mothers safeguard their health?

Where can they find their time for relaxation and for recreation that really re-creates and does not exhaust? A young mother will tell you, with a flash of not yet extinguished fire, that she can't be expected to stretch 24 hours into 26. An older woman, with a dubious little gesture, half hoping, half denying, will say gently, "We all do the best we can, you know."

There is no gainsaying the difficulty in that little question "How?" Certainly the solution is not to be found in speeding up, working faster, and crowding more into the hours. Nor do we believe that it is to be found in a stricter apportioning of time, in spite of the great value of a time budget; for too strict a schedule of duties results in tension and a breathless race with the clock. Nor is it to be found successfully in the dreary business of making a fetish of health. The solution is a personal matter between each woman and her intelligence; not her ambitions or her desires or her self-sacrificing tendencies, but her intelligence. Intelligence says to the mother, "You must look after your health." "I can't find time," the mother complains. "You must," repeats Intelligence. "Then tell me how, Friend Intelligence," Mother retorts quite cleverly.

One mother's intelligence has answered the question to the profit of all concerned.

The answer is, insist upon a rest period in every day. Make it as much a part of the day's routine as brushing the teeth or eating breakfast. Go into retreat once a day—real and absolute retreat. This has worked well in some cases; it might work in thousands.

There are other ways of preserving the health, such as providing convenient working conditions in the home; plenty of fresh air daily; proper care of those willing and often abused mother's servants, the feet; an annual physical examination; and laughter—copious, genuine, hearty, self-forgetful laughter!

Even though most mothers will refuse to look upon their health as the chief end of existence, they will surely grant that as a means to the successful execution of their job of motherhood it is worthy of the utmost consideration.

WINNIFRED KING RUGG.

Death of Mrs. T. B. Pearson

President, Kentucky Congress of Parents and Teachers



FOR the third time during the past six months death has claimed a member of the Board of Managers of the National Congress. The end came suddenly to Mrs. T. B. Pearson, state president in Kentucky, on May 29. She was the wife of

July-August, 1931

Dr. Theodore B. Pearson and the mother of a son and a daughter. She was an active member of the National Board, an abounding source of energy, life, and good humor. The place of one whose individuality was so distinctive is not easily filled.

Mrs. Pearson was born in Jeffersonville, Indiana, where she graduated from the high school and later taught in the public schools. After her marriage she studied at Berea College and the University of Kentucky and taught in the schools of Jessamine County, Kentucky. It was here that she organized the first parent-teacher association of the county in 1914, and 24 more associations before 1923. In the field of education and Congress work she held many positions, all in the state of Kentucky:

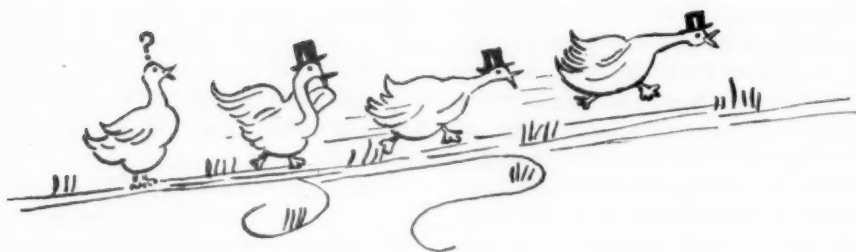
County Supervisor and Truant Officer, Jessamine County;

President, Wilmore Parent-Teacher Association, Nicholasville;

Third Vice-President, Kentucky Congress, 1923;

Treasurer, Kentucky Congress, 1928;

President, Kentucky Congress, 1929-1931.



THE FIRST GANDER BREAKFAST

The Invitation

The Goosey, Goosey, Ganders,
Without any of the Geese,
Are invited to a breakfast
That I hope will be a feast.

The place is the Fountain Room
Of Hotel Arlington,
In Famous Hot Springs, Arkansas,
Renowned for health and fun.

On Tuesday morning, May the fifth,
At just fifteen to eight;
Here's hoping you'll be with us,
And I pray you don't be late.

Moreover, running true to form,
As Goosey Ganders do,
There'll be no heavy speeches
To annoy and worry you.

C. M. HIRST.



Without Any of the Geese

*"Where the women cease from troubling,
And the wicked are at rest."*



Dirty hands must *stay* dirty in 69% of these 145 typical schools

"No handwashing allowed!" Our public schools, of course, do not actually hang that sign in their wash-rooms. But doesn't failure to supply soap, warm water, and drying equipment almost amount to the same thing?

A recent survey indicates that two-thirds of our schools fail to furnish these three handwashing essentials! Only 45 of the 145 schools included in the Cleanliness Institute survey provide soap, warm water and drying equipment.

The survey, we think is a true "cross-section" of the nation — for it covers city schools and rural schools in 15 different states. Therefore, we have no choice but to believe that these unwholesome conditions exist in two-thirds of *all* our schools; that the school children of the nation are not being trained in the ways of cleanliness, that their health is being needlessly endangered by this neglect.

Next September fifty million hands return to school. Will they find conditions this year

Inadequate handwashing facilities in 69% of our schools? That's what our recent survey indicates! The free book below presents some of the startling findings and suggests how conditions can be improved.

any better than last year?

Can the 69% be lowered to 65% ... to 60 ... to 40? Yes. It can be lowered. If the parents of each individual school district, the doctors and health officers of each community, the

teachers and principals of each school will merely take time to investigate their own schools, these conditions will be corrected.

The way to begin is by clipping the coupon below. It will bring you a free copy of a thought-provoking little book — *Two Hands Go to School*. When "two hands go to school" what do they find?... what *should* they find? This booklet concerns itself with answering those two questions, basing its answers on the findings of the survey. You will find it helpful in attacking your local cleanliness problems.

Send for your copy now.



CLEANLINESS INSTITUTE

*Established to promote public welfare
by teaching the value of cleanliness*

July-August, 1931

CLEANLINESS INSTITUTE, Dept. 2 G C. W. 7-31
45 East 17th Street, New York, N. Y.

Please send me free of all cost a copy of "Two Hands Go to School"

Name _____

Title (teacher, parent, etc.) _____

Address _____

City _____ State _____

Back Home Again

(Continued from page 682)

magazines, and arranging the material for a study group in our P. T. A. We can't get anywhere until we have one, I am convinced of that."

"Well, no, parent education was not everything at the convention, but I must confess that it did interest me tremendously. You see, I got there in time for the two-day Parent Education Conference called just before our convention by Dr. William J. Cooper, the United States Commissioner of Education, and somehow everything that came afterward seemed to fit right around the Children's Charter, which was the theme of Dr. Cooper's conference."

"You know, don't you, that our slogan for the year is 'The Challenge of the Children's Charter,' and isn't it wonderful to think that 20,000 parent-teacher associations all over the United States will be building programs this year with a view to understanding and accepting the challenge of that fine document! Something must come of it when so many earnest people start working for a single objective. You know, Jane, that I never thought of the fact that our home might not be secure for Jim. It had seemed to me that so long as we always had plenty to eat and to wear, with some luxuries besides, that home was secure enough for any child, but bless you, Dr. Pratt said that emotional stability is about the most important quality of a home, and mercy, what a lot of things go to make emotional stability in a home. I had thought that I would join a study group to show the right spirit, being a P. T. president, and possibly to encourage the other mothers who were less privileged than I, but I know now that I am going to organize a study group because I need to know more about my own child and more about my part in his education."

"Physical health, oh, yes. Dr. Willis Sutton, President of the N. E. A., was a speaker at the banquet and he said some things about health and spiritual education that I shall not forget. He said that youth

must be inspired by the positive side of health, not just made fearful of penalties. That he must realize his great responsibility in the stream of life which is everlasting. He said, too, that we are inclined to make our children feel that God is a policeman intent on punishment, rather than a force within their lives, a source of everything that is beautiful and worthy. I shall not nag about rubbers any more. I shall think of a way to make dry feet seem necessary to Jim. I know that I can do it, now. There were conference meetings where different subjects were discussed, always with the idea of showing how our parent-teacher associations may work toward fulfilling the conditions of the Children's Charter. The conference on health made me very glad that we decided to carry on the Summer Round-Up this year. When I realize what is being done in other places to start children in school with a clean bill of health, I feel that it is very unfair to expect good school work from our first graders who begin with physical handicaps."

"Must go. As it is, our families may not have lunch on time, but you must run over very soon and see my precious souvenirs from dinners, luncheons, and from Hot Springs people. You will just adore the favors from the CHILD WELFARE magazine-Gold Star Dinner. I do. And I was so proud of the honor that came to our state through the achievements of our magazine chairman. She was seated at the table of honor and given an award besides, for the place that our state has held in the year's circulation. I know that you will read about all of these things in the magazine, but I want to tell you everything I know, just the same. Dr. Sutton said, 'Some people come to conventions to report something back home, and some people come to find a basis for living.' I know that I have found a new vision of life. It is infinitely worth while to me. I intend to devote the year to making it worth while to those of you who made it possible for me to find the way."

ANNA H. HAYES,

Associate Editor, CHILD WELFARE.

July-August, 1931

STUDY COURSES, 1931-32

Two study courses to begin in September have already been announced: a Parent Education course arranged by Dr. Ada Hart Arlitt, Chairman of the National Committee on Parent Education; and a Home Economics course under the direction of Dr. Margaret Justin, Dean of the Division of Home Economics, Kansas State Agricultural College.

For more detailed description of these courses readers are referred to the May issue of *CHILD WELFARE*, page 543, which gives a list of articles to appear in connection with the Parent Education course; the June issue, page 596, which gives suggested summer readings for the same course; and the June issue, page 594, which indicates the subjects of the nine lessons in the Home Economics course.

The books given below are recommended to be read this summer in preparation for the Home Economics course:

Gilbreth, *Living With Our Children*, published by W. W. Norton Co., New York. \$2.

Justin and Rust, *Problems in Home Living*, published by J. B. Lippincott Co., Philadelphia. \$2.

McDonald, *Homemaking a Profession for Men and Women*, published by Marshall Jones Co., Boston. \$2.

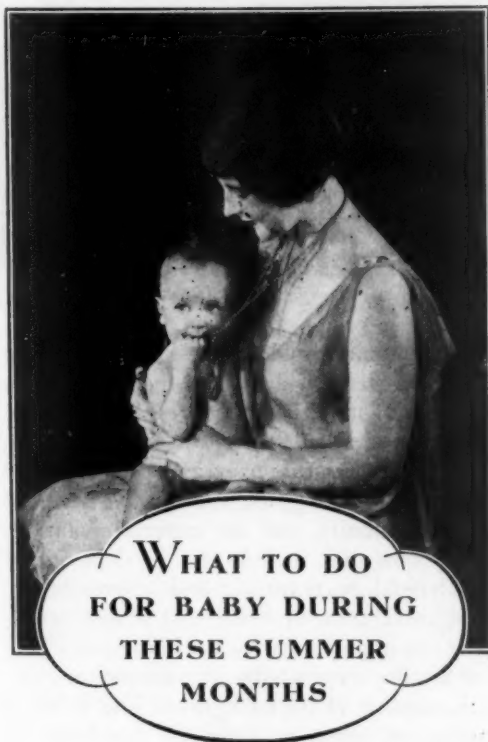
Myerson, *The Nervous Housewife*, published by Little, Brown and Co. \$2.25.

The National Congress is recommending *Child Care and Training* by Faegre and Anderson for preschool study groups for the coming year. Study outlines based on this book will be prepared for *CHILD WELFARE* by Mrs. Grace E. Crum of Winters, California.

Child Care and Training is published by the University of Minnesota Press, Minneapolis, Minnesota. A special paper-covered edition at \$1.25 will be ready September 1.

In ordering from the publisher remittance must be enclosed, plus ten cents for mailing. Postage will be prepaid on orders for five or more copies sent to one address.

July-August, 1931



WHAT TO DO FOR BABY DURING THESE SUMMER MONTHS

THE baby's digestion is easily upset, especially during the hot summer. Consequently, its food must not only be pure, nutritious and digestible, but must not irritate the stomach and bowels.

Pure milk, either fresh or evaporated, suitably modified, is a safe food. Use the method of modification found successful in leading hospitals and in the practice of physicians throughout the country.

This safe, simple and economical method consists of the addition of Karo Syrup to milk. Karo, as every mother knows, is a pure, energy-producing carbohydrate food derived from corn. It is completely digestible, even by the frailest infant. Karo is the safe hot weather addition to milk formulas—excellent for growing children, too.

FREE TO MOTHERS

"The Food of the Infant and the Growing Child" is a practical, helpful booklet written by one of America's leading baby specialists. Mail coupon below for your copy.

CORN PRODUCTS REFINING COMPANY

Department C. W.-8 17 Battery Place, New York City

Please send me my copy of "The Food of the Infant and the Growing Child."

Name.....

Address.....

Town..... State.....

Congress Publications as Program Helps



PROGRAM problems are solved like other problems by analyzing the needs, plans, and material. Congress publications give practical help in all program problems.

The successful program considers the aims of the program, the specific needs of the community, and the material available. The aims may include the development of individual participation and responsibility; the correlation of home and school activities; an opportunity for the home and school to acquire a knowledge and sympathetic understanding of the background and work of each; an effort to raise the standards of school, home, and community.

SOURCE MATERIAL:

1. Congress publications: *Proceedings*, CHILD WELFARE magazine, *Program Making*, *A New Force in Education*, *Parent Education* yearbooks, the *Proceedings of the National Conference on Parent Education*, leaflets, and new publications as they are offered.
2. Publications of service agencies: Magazines, posters, maps, slides.

HOW TO SECURE:

1. Order free Congress publications from your state distributing center on the subjects upon which you are going to plan your program.
2. Write the National Office, 1201 Sixteenth Street, Northwest, Washington, D. C., for all pay publications listed on the Order Blank and for the special combination offer on the annual publications in the Congress Library.
3. Keep in close touch with your local and state service agencies.

SOME PRACTICAL SUGGESTIONS FOR PLANNING THE PROGRAM:

1. Study the sample programs for the year found in the pamphlet, *Program Making*, the CHILD WELFARE magazine, and the leaflet, *Program Outlines*; the development of the discussion method study program on Worthy Home Membership in the *Proceedings*, 1929.
2. Read *Program Making*, CHILD WELFARE magazine, the *Handbook, How to Use the Congress Library*, and other Congress literature for suggestions.
3. Study the publications and plans of both national and state Congresses.
4. Keep a Congress Library on your bookshelf for continual reference.
5. List the community interests reported by individuals or a committee appointed for that purpose. Examples: Safety of school children; sanitary conditions, home, school, and community, etc.
6. Take up special subjects for study: The seven objectives of education; parent education; Congress committee subjects; special days and weeks; the Children's Charter.
7. Decide on a subject for each month and then plan to bring out your community needs in relation to the subject. Adapt your plans to material which you have available. Examples: Phases of safety, health, worthy home membership, recreation, juvenile protection, parent education, and the Children's Charter.

JOY ELMER MORGAN,
Chairman, Publications Committee.

July-August, 1931

Program Helps

From the 1930-1931 File of CHILD WELFARE

FOR the assistance of program committees in planning next year's work, articles of special program value which appeared in CHILD WELFARE during the past year are arranged in groups according to the grade of the association—preschool, grade school, high school, or college—and are classified within the groups according to subject. A program committee intent on outlining the study of any subject in more than one stage of a child's life can easily follow the subject from one group to another.

PRESCHOOL ASSOCIATIONS

Character Training

Building Character in a Baby. Mae Johnson Corwin.....	288
Developing Initiative and Responsibility. Afton Smith.....	145
Directing the Emotions. W. E. Blatz.....	345
Mental Hygiene. George K. Pratt.....	106, 166, 236, 310, 364, 434, 506, 554, 626
Modern Parent and Problems of Discipline, The. Ada Hart Arlitt.....	223
Rewards. Marion M. Miller.....	285
Story of Billy, The. Florence G. Osborn.....	27
Study Course. Grace E. Crum.....	40, 100, 163, 232, 302, 370, 442, 496, 564
What Is Willing Obedience? Sidonie Matsner Gruenberg.....	84

Cultural Development

Aiding Your Child in Art Appreciation. Helen Kingsbury Wallace.....	482
Your Child and His Paintbrush. Janet Burgoon.....	9

Health

Child Who Stutters, The. Wendell Johnson.....	95
Children's Charter, The	480
Children's Outdoor Play Suits. Alice Carter Querfeld.....	629
Clothes for the New Baby. Iva I. Sell.....	333
Feeding the Finicky Child. Mabel Johnson.....	397
Health and Health Habits. Ada Hart Arlitt.....	20
Importance of Dental Hygiene. W. Henry Grant.....	477
Left-Handed Child, The. Morris H. Whitcomb.....	421
Summer Round-Up	277, 568
To Know the Sight of a Child. Edward Jackson.....	137
What Price Dessert! Jule E. Shultz.....	79

Play

Children's Parties. Eleanor Olmstead Miller.....	267
Right Toy for the Right Age, The. Heluiz Chandler Washburne.....	198
Sand Box, The. Olivia Liebbeit Ure.....	591
Toy Orchestra as a Vacation Project, A. J. Lilian Vandevere.....	614

Relations Between Home and School

Benefits of the Nursery School. Grace Langdon.....	518
"Speak Clearly." Helen Rogers Akers.....	530

GRADE SCHOOL ASSOCIATIONS

Character Training

Children, Money, and Thrift. Ada Hart Arlitt.....	412
Fink Family, The. Garry Cleveland Myers.....	76, 157, 205, 270, 342, 417, 459, 522
Next Step—Money Management, The. William L. Stoddard.....	283
Rewards. Marion M. Miller.....	285
Why Children Differ. Flora M. Thurston.....	466

July-August, 1931

CHILD WELFARE

Cultural Development

Creative Music for School and Home. Satis N. Coleman.....	274
Helping a Child to Read. Olive Virginia Goodwin.....	135

Health

Canadian Forest Schools. Kathryn Munro.....	609
Children's Charter, The	480
Effect of Health on Good School Attendance. Edith Louise Grosvenor.....	226
Mental Quirks and Physical Ills. Rachel Ash.....	602
Motor Safety for Children. Charles M. Hayes.....	25
Physical Illiteracy. James Edward Rogers.....	429
School Bus, The. Marian Laverne Telford.....	88
Stupid. Annie Rogers Knowlton.....	587
Summer Round-Up	568, 669
Vigors and Hardihoods. David Snedden.....	23

Leisure-Time Activities

Children and the Movies. Rebecca Stanley Platt.....	598
Children's Parties. Eleanor Olmstead Miller.....	267
Jane, Girl Scout. Grace T. Hallock.....	356
Murderous Twelve, The. Horace B. Ward.....	402
Playground Gardens in Cedar Rapids. Esther Leighton Smith.....	555
Toy Orchestra as a Vacation Project, A. J. Lilian Vandevere.....	614

Relations Between Home and School

As School Begins. H. Addington Bruce.....	7
Curriculum Suited to All Children, A. Minnie D. Bean.....	262
Effect of School Marks on Personality, The. Phyllis Blanchard.....	394
"Homes" in the Elementary School. Merrill Bishop.....	208
How Parents Can Use Report Cards. Knute O. Broady.....	149
New Methods in Teaching. Verne P. Skinner.....	474
Observation School, The. Caroline Barron.....	600
Our Harassed Parents. J. Milnor Dorey.....	582
Significance of Teaching in This Generation. Eula F. Hunter.....	82
Teachers All. Martha Sprague Mason.....	34
Why a P. T. A.? Arthur Dean.....	98

HIGH SCHOOL ASSOCIATIONS

Character Training

Children, Money, and Thrift. Ada Hart Arlitt.....	412
Faith of Mankind, The. Mrs. M. P. Summers.....	424
Father's Letter, A. Arthur Dean.....	607
Teamwork in the Martin Family. Walter MacPeck.....	595
Understanding the Adolescent. Esther L. Richards.....	91

Health

Children's Charter, The	480
What to Feed Your Adolescent Child. Eleanor R. Maclay.....	536

Leisure-Time Activities

Amateur Dramatics as a Leisure-Time Activity. Willard W. Beatty.....	338
Children and the Movies. Rebecca Stanley Platt.....	598
Jane, Girl Scout. Grace T. Hallock.....	356
Leisure and Living. J. W. Faust.....	399
Leisure-Time Program for High School Students, A. Thomas W. Gosling.....	279, 328
Murderous Twelve, The. Horace B. Ward.....	402
Vacation Program for Boys. Roscoe Pulliam.....	611
What About the Car? Katherine P. Cowin.....	216

Relation Between Home and School

Does It Pay? Elizabeth Guild Devere.....	362
High School Parent-Teacher Association, The. Anna H. Hayes.....	282
Home Economics from a Mother's Point of View. Stella Holly Stocking.....	406
How Parents Can Use Report Cards. Knute O. Broady.....	149
Paris Pact in American High Schools, The.....	273
Participation. Anna H. Hayes.....	490
Program for Junior High P. T. A. Mrs. William G. Stuart.....	491
What My Father Means to Me—A Symposium. Harold Ladd Smith.....	16

Vocational Guidance

Choosing a Job in Today's World. Payson Smith.....	294
Vocational Guidance Outline	493
"What Shall I Be When I Grow Up?" Chester Milton Sanford.....	524

COLLEGE ASSOCIATIONS

Father's Day in College.....	426
Letter to a Daughter. Arthur Dean.....	534
Opportunities for Girls Through Home Economics Training. Margaret Justin.....	408
What Is Your "G. Q."? James L. McConaughy.....	12

GENERAL HELPS FOR PROGRAM MAKERS

Better Homes in America. Julia D. Connor.....	457
Challenge of the Children's Charter, The. Mrs. Hugh Bradford.....	656
Congress Publications as Program Helps. Joy Elmer Morgan.....	690
Drammer Triumphant. J. W. Faust.....	659
Larger View, The. Martha Sprague Mason.....	622
My Profession. W. W. Livers.....	143
Planning the Work for the Year. Joy Elmer Morgan.....	278
Princess Who Could Not Be Merry, The. (Christmas Play.) Marion Holbrook.....	153
Progressive Program Planning in St. Johns, Michigan. Jennie H. Barnes.....	372
Wickersham Report, The. Elizabeth Tilton.....	635

Box Office Methods Menace Children

WHEN a member of the motion picture industry resorts to a distribution to school children of literature so vile the official publication of the National Congress refrains to quote from it, it is time to acquaint parents with the facts in the case and to urge them to take steps to protect the children in their communities from this new menace.

Recently parents and teachers of an eastern city were aroused to action when they discovered a representative of a motion picture house distributing salacious literature advertising a picture scheduled for showing at a neighborhood theater.

The advertisement in question was harmless in appearance, resembling an ordinary memorandum book, but the content was of such a character that police departments have been known to prosecute agencies distributing material of a less offensive and dangerous nature.

The matter was first called to the attention of the associate chairman of the Committee on Motion Pictures in the following letter:

"MY DEAR MRS. _____

The enclosed pamphlet was handed to the children of the _____ Junior High School in

July-August, 1931

front of the school. The principal secured it from a child and there were plenty of others in circulation. Needless to say he stopped it as soon as he found it out and says he will report it to the school authorities. But I felt so disturbed by such stuff being handed to children, especially as I have a boy of my own there, that I thought I would send it to you with the idea that something might be done about it. This could not have been printed and handed out without the moving picture house knowing it. No one would have an object in handing it out unless being paid. Isn't it disgraceful? It seems to me worse than the picture itself. And if this picture goes to other theaters the same thing may be given out in other neighborhoods. There is no excuse for it and it is time something is done about it.

Cordially yours,
GRACE WOLL HOYER."

This matter was brought to the attention of the National Congress of Parents and Teachers assembled in convention at Hot Springs, Arkansas. The Board voiced its protest by passing two motions condemning such debasing advertising and filed its protest with the national officers of the motion picture industry and with Mrs. Winter, assistant director of public relations.

Parents, be alert! Guard your children from such dangers.

ELIZABETH K. KERNS,

Associate Chairman,

Committee on Motion Pictures, N. C. P. T.



MOTION PICTURES

By ELIZABETH K. KERNS

Associate Chairman, National Committee on Motion Pictures

Always Goodbye—Elissa Landi-Paul Cavanagh. Fox, 6 Reels. Story by Kate McLaurin. Directed by Wm. C. Menzies and Kenneth McKenna.

An attractive young woman, whose past is surrounded with mystery, embarks on an adventurous career. Lavish entertaining is ended by the sheriff. A trip to Italy, posing as the wife of an adventurer, ends in unmasking her partner as a jewel thief. The story is unconvincing, but the cast and direction are good. Miss Landi is beautiful and appealing in a part in which honesty is non-existent.

Adults—interesting. 14 to 18, harmful. Under 14, no.

Big Business Girl—Loretta Young-Ricardo Cortez. First National, 6 Reels. Directed by Wm. A. Seiter.

A light trashy comedy showing how "easily" inexperienced youth manipulates "big" business and "big" business executives. Risqué situations and spicy dialogue are used to bolster up a very feeble and so-called "modern" story.

Adults—trash. 14 to 18, dangerous. Under 14, no.

City Streets—Gary Cooper-Sylvia Sidney. Paramount, 8 Reels. Story by Dashiell Hammett. Directed by Rouben Mamoulian.

The heroine of this tense and interesting drama of beer racketeers goes to jail in a murder case, though her father is the guilty person. Her lover, an expert shot, is lured into the racket by making him believe he can avenge the wrong, when what is really wanted are his services as an expert shot. The prison term over, the lovers fight their way from the gang racket to begin life anew. It is to be regretted that such a splendid cast and such excellent direction was not lavished on a more wholesome story.

Adults—fine of its type. 14 to 18, no. Under 14, no.

Daddy Long Legs—Warner Baxter-Janet Gaynor. Fox, 7 Reels. Adapted from the stage play by Jean Webster. Directed by Alfred Santell.

A pleasing and appealing story of an orphan girl whose spirit and whose kindness to the other youngsters in the asylum bring her well-deserved rewards. The picture is rare entertainment for everyone.

Adults—appealing. 14 to 18, delightful. Under 14, perhaps, emotional.

Daybreak—Ramon Novarro-Helen Chandler. Metro-Goldwyn-Mayer, 7 Reels. Adapted from story by Arthur Schnitzler. Directed by Jacques Feyder.

A continental story presenting a blithe young lieutenant who takes his gambling debts and army honor with a seriousness quite the reverse of his irresponsibility in his seductive love affairs. The theme is distasteful. Miss Chandler is an appealing and wistful heroine.

Adults—perhaps. 14 to 18, by no means. Under 14, no.

Free Soul—Norma Shearer-Lionel Barrymore. Metro-Goldwyn-Mayer, 8 Reels. Story by Adela Rogers St. John. Directed by Clarence Brown.

A more intense and more dramatic picture with more sex freedom for Norma Shearer. Lionel Barrymore plays the part of her lawyer father addicted to drink. High society, low morals, gangster shootings, murder and sudden death run rampant with a good cast to put it over.

Adults—matter of taste. 14 to 18, no. Under 14, no.

Front Page—Adolphe Menjou and Pat O'Brien. United Artists, 9 Reels. From stage play by Ben Hecht and Charles MacArthur. Directed by Louis Milestone.

A high-powered newspaper story which is dominated by Adolphe Menjou as the unscrupulous hard-boiled city editor. Much of the action takes place in the pressroom of the City Hall where the remarks of the scribes are clever, snappy, and frequently vulgar. The theme centers around a young reporter with a scent for news, who wishes to marry and leave town and the editor's efforts to hold him by fair means or foul. An escaped prisoner gives the dramatic touch. It is a tense, interesting, and entertaining picture. Direction and action are excellent.

Adults—entertaining. 14 to 18, no. Under 14, no.

Gold Dust Gertie—Winnie Lightner-Olsen and Johnson. Warner Bros., 5 Reels. Adapted from stage play, "The Wife of the Party," by Len Hollister. Directed by Lloyd Bacon.

Another gold digger picture in which an ex-wife seeks alimony from a couple of ex-husbands. Slapstick and vulgarity abound.

Adults—hardly. 14 to 18, no. Under 14, no.

Kick In—Regis Toomey-Clara Bow. Paramount, 6 Reels. From stage play by Willard Mack. Directed by Richard Wallace.

Rather heavy drama of a crook who tries to go straight when released from prison. His wife stands by him and, in spite of complications, they win out. The cast is capable and direction is good.

Adults—fair. 14 to 18, no. Under 14, no.

Laugh and Get Rich—Edna May Oliver-Hugh Herbert. Radio, 6 Reels. Story by Douglas MacLean. Directed by Gregory La Cava.

A wife who runs a boarding house, a chronically tired husband, riches from an oil gusher, loss of wealth, then riches again from a freak invention, all go to make a fair picture in which Edna May Oliver leads with fine comedy spirit.

Adults—fair. 14 to 18, funny. Under 14, funny.

Lawyer's Secret—Clive Brook-Jean Arthur. Paramount, 5 Reels. Story by J. K. Finn. Directed by Louis Gasnier and Max Marcin.

A murder story which brings up the question as to whether or not a lawyer should betray his client's confidence. Almost within the shadow of the noose, the sweetheart of the accused proves his innocence. The story is rather involved. Production and direction are fair.

Adults—fair. 14 to 18, no. Under 14, no.

Maltese Falcon—Bebe Daniels-Ricardo Cortez. Warner Bros., 7 Reels. From novel of same name by Dashiell Hammett. Directed by Roy Del Ruth.

A gripping mystery story in which the lure is a jeweled statuette of a falcon. Detectives, thieves, murder, chills and thrills are the fare offered.

Adults—thrilling. 14 to 18, hardly. Under 14, no.

Meet the Wife—Laura La Plante-Harry Meyers-Lew Cody. Columbia, 6 Reels. From play of same name by Lynn Starling. Directed by A. Leslie Pierce.

A stage farce which loses none of its humor in its transfer to the screen. It is an absurd and amusing farce dealing with a wife and her two husbands.

Adults—very funny. 14 to 18, no. Under 14, no.

Never the Twain Shall Meet—Leslie Howard-Conchita Montenegro. Metro-Goldwyn-Mayer, 6 Reels. From the novel of same name by Peter B. Kyne. Directed by W. S. Van Dyne.

Pictorially, artistic, and beautiful, but the theme is mostly sordid and offensive. The story deals with a half-caste girl and a white man who sinks to the depths of degradation.

Adults—perhaps. 14 to 18, no. Under 14, no.

Party Husband—Dorothy Mackail-James Renne. Warner Bros., 6 Reels. Story by Geoffrey Barnes. Directed by Clarence Badger.

A young married couple with notions concerning sex freedom find that their ideas put into practice do not work out very well, as jealousy results. There is nothing to recommend in this very mediocre picture, the risqué situations are in bad taste, rather than funny.

Adults—poor. 14 to 18, no. Under 14, no.

Public Enemy, The—James Cagney-Jean Harlow. Warner Bros., 7 Reels. Story by Kubeek Glamsom. Directed by William Wellman.

This film includes about everything that can be found in crime annals and is about as poor a picture as is made.

Adults—poor. 14 to 18, no. Under 14, no.

Seed—John Boles-Lois Wilson-Genevieve Tobin. Universal, 8 Reels. Adapted from novel by Frank Norris. Directed by John Stahl.

The eternal triangle presenting the problem which, in the heart of man, holds first place, fame or family? In this picture you may or may not find the answer to your liking, but you will find an interesting story with a strongly human appeal, and a picture well worth seeing.

Adults—very good. 14 to 18, perhaps. Under 14, no.

Shipmates—Robert Montgomery-Dorothy Jordan. Metro-Goldwyn-Mayer, 6 Reels. Adapted from story "Marquee." Directed by Harry Pollard.

Not a particularly good story for this favorite's first picture as a star, but he carries it along in his usual breezy and charming way, making the most of it. Life in the navy is realistically and entertainingly pictured. The hero makes good and wins the heroine.

Adults—pleasing. 14 to 18, very good. Under 14, good.

Six Cylinder Love—Edward E. Horton-Sidney Fox. Fox, 6 Reels. Adapted from the stage play by William Anthony McGuire. Directed by Thornton Freeland.

Financial troubles descend thick and fast upon a young couple who live beyond their means trying to keep up with more prosperous friends. Among other extravagances is a high-priced car which has to be sold to meet their debts. They eventually manage to work their way out, finding that experience is a very good teacher and that it has taught them to live within their means.

Adults—fair. 14 to 18, fair. Under 14, no interest.

Smiling Lieutenant, The—Maurice Chevalier-Claudette Colbert. Paramount, 8 Reels. Adapted from the musical operetta "The Waltz Dream." Directed by Ernest Lubitsch.

The smile of a gay lieutenant in the Austrian Army offends a Princess. He is about to be court-martialed, but he wins his way out by flattering the Princess, only to find that he must marry her. Franz, his self-sacrificing sweetheart, feels sorry for the Princess and teaches her how to charm her smiling husband. A musical score accom-

panies and blends nicely with the picture. Risqué situations, insinuating dialogue, and sexiness make it very sophisticated fare.

Adults—depends on taste. 14 to 18, no. Under 14, no.

Svengali—John Barrymore-Marian Marsh. Warner Bros., 7 Reels. Adapted from the novel "Trilby," by George DuMaurier. Directed by Archie Mayo.

A story of the Latin Quarter in Paris which tells of the development of an artists' model in Paris into a great singer, though she is handicapped by being tone deaf. John Barrymore, as Svengali, is the singing teacher and wields his hypnotic powers to accomplish this feat. Barrymore projects a marvelous character study of Svengali, gruesome and weird in the extreme.

Adults—interesting. 14 to 18, no. Under 14, no.

Tarnished Lady—Tallulah Bankhead-Clive Brook. Paramount, 7 Reels. Story by Donald Ogden Stewart. Directed by George Cuker.

Reduced circumstances, loveless marriage, separation, again the sting of poverty, reconciliation, all enter into a poor vehicle to bring the American star, Tallulah Bankhead, before her own public. Miss Bankhead is well worth a better story although she does as much as can be done with a difficult part.

Adults—fair. 14 to 18, no. Under 14, no.

Viking, The—Varick Frissell-Louise Huntington. Regent, 6 Reels. Story by Varick Frissell. Directed by George Melford.

A slight story sufficient to hold one's interest as a sealing vessel wends its way picturing life in the Arctic. During the photographing of the last pictures for the film, an explosion on the boat took the lives of a number of the crew and the head of the expedition, Varick Frissell. The picture is well worth seeing, as it is an authentic and excellent record of life in the far north.

Adults—excellent. 14 to 18, excellent. Under 14, excellent.

Women of All Nations—Victor McLaglen-Edmund Lowe. Fox, 6 Reels. Story by Maxwell Anderson and Laurence Stallings. Directed by Raoul Walsh.

Low comedy of the slapstick variety, vulgarity, insinuating dialogue, and much rivalry over women of sorts, is the fare offered in this film. It registers very badly from every angle.

Adults—rank. 14 to 18, no. Under 14, no.

Young Donovan's Kid—Jackie Cooper-Richard Dix. Paramount, 7 Reels. Story by Rex Beach. Directed by Fred Niblo.

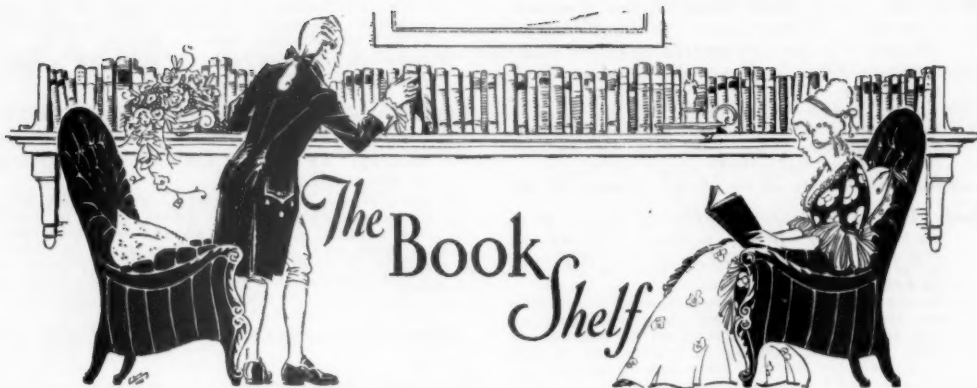
A story with a gangster background which is not played up. The "kid," left alone when his brother is killed in a gun fight, turns to "Young Donovan" and adopts him as his big brother. The picture, although sentimental, abounds in human appeal and holds the interest to the end. Jackie Cooper's work is outstanding.

Adults—good. 14 to 18, emotional. Under 14, perhaps.

Young Sinners—Thomas Meighan-Dorothy Jordan. Fox, 6 Reels. From play by Elmer Harris. Directed by John Blystone.

The young, rich drinking set in its wildest mood, with a love affair broken up by parents. The boy is packed off into the mountains with a trainer to live the simple life and the girl's mother arranges a marriage with a nobleman. Subdued and wiser from enforced discipline, the love affair reaches a happy ending.

Adults—food for thought. 14 to 18, doubtful. Under 14, no.



BY WINNIFRED KING RUGG

A PARTICULARLY useful book for mothers of young children is *The Home Care of the Infant and Child*, by Frederick F. Tisdall. The unusual feature of this book is that it not only tells mothers what to do, but tells why they should do it. In other words, Dr. Tisdall has made a point of explaining the underlying scientific reasons for the procedures recommended, all the time doing so in the simplest terms imaginable. Another valuable quality of the book is the explicitness of the instructions; there is no mistaking them, especially as they are accompanied by a large number of illustrations. Beginning with advice for the expectant mother, Dr. Tisdall continues with chapters on the care of the baby during the first two weeks of life; the child's first year; care of the older infant and child; and special problems, such as ailments, contagious diseases, behavior problems, and the play life of the child. The major part of the book is devoted to the physical needs of the child—feeding, clothing, bathing, exercising, and insuring the right amount of sleep.

Dr. Tisdall is a graduate of the University of Toronto, and at present is attending physician at the Hospital for Sick Children in Toronto.

The Home and Community Song Book, by Thomas W. Surette and Archibald T. Davison, has the backing of Better Homes in America and the National Recreation Association. It is Number 2 in the Concord Series, which is an outcome of Mr. Surette's Concord School of Music. Professor Davison is organist and Glee Club director at Harvard. There are 120 songs in this collection, arranged in four groups: (1) patriotic songs and traditional songs of American origin; (2) folk songs from many nations;

(3) songs by great composers, including famous numbers from the Gilbert and Sullivan operas; (4) chorals, hymns, and carols. The selection involved extended research on the part of the compilers, and the work has been done in a scholarly fashion. In a preface, Ray Lyman Wilbur speaks of the unifying value of home and community singing. "It has been claimed," he writes, "that the reason why Denmark has led the world in volunteer cooperative enterprises is because the meetings of the cooperatives were opened by the singing of the fine old patriotic and religious songs of that nation."

In some such way this excellent collection of songs will be of service to parent-teacher associations.

* * *

In *Safety Programs and Activities*, Florence Slown Hyde and Ruth Clara Slown have arranged the subject matter of safety in a series of programs for the ten school months. The range is wide enough to include lessons for children from the first

through the junior high school grades, and covers the principal situations which might cause accident in a child's life at home, school, or play. Safety training in schools has already accomplished hopeful results, but a comprehensive course of safety instruction has not yet been included in the program of every school in the country, and until that time comes there is still something to be done.

This book makes use of songs, rhymes, slogans, stories, and games that will impress safe ways upon children's minds. It contains plans for forming Safety Clubs and for incorporating safety programs into existing organizations. There are outlines for School Safety Councils and programs for assembly meetings and classroom use. The topics as arranged by months are of timely value. In ad-

July-August, 1931

dition to the material for school use there are community projects intended to enlist the co-operation of parents and the general public.

• • •

The United States Department of Commerce, Bureau of Standards, issues a handy manual for householders called *Care and Repair of the House*, by Vincent B. Phelan. In a pamphlet of over a hundred pages there are simple directions for making small repairs and improvements about a house. It does not attempt to initiate the amateur into processes which require special knowledge and skill, but points out the common conditions of disrepair frequently arising, indicates means of prevention, and prescribes tools, materials, and methods to be used in their correction. There are directions for making a regular inspection of a house, and for dealing with a large number of small problems—among them those relating to the heating, plumbing, and water systems, painting, and the upkeep of electrical equipment.

Coming in September

A MORE COMPLETE SCHOOLING

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July-August, 1931

CHILDREN should eat variety of foods DAILY



In encouraging children
to eat essential foods,
be sure the food is tasty.

RARELY does a single food contain all the elements of nutrition that a child needs. Therefore, the diet should be as varied as possible.

A good way to educate children to eat different foods is to ask them to eat a very small portion, or "just a bite." In carrying out such a program be sure that the food is tasty. For example, the taste-appeal of most vegetables is improved by adding a dash of sugar to a pinch of salt. Try this in cooking tomatoes, carrots, spinach, string beans, peas, soup and stews made of vegetables and meat. Flavor and season with sugar. The Sugar Institute, 129 Front Street, New York.



"Flavor and season with Sugar"

What One Man Thought

(Continued from page 683)

tainly be just as important a time for parents as for teachers, because the prejudices of parents are the greatest hindrances we have in the way of world fellowship."

"That set me thinking, and I tried to find out where those people came from who had arrived at an agreement about parent and teacher responsibility in world peace. I found that Georgia, Maine, Michigan, Oregon, Minnesota, Iowa, Idaho, and Illinois were represented at that table."

"I felt like a dub. I've spent just about as much time preparing myself for the job of being a father as you have, and that isn't much. I've felt that the education of the boys was up to the school entirely, and blamed the teachers plenty if they failed to do what I thought they should do. But after that luncheon, and after hearing Dr. H. E. Barnard, Director of the White House Conference on Child Health and Protection, Mrs. Hugh Bradford, President of the N. C. P. T., and Dr. Willis Sutton, President of the N. E. A., talk about children, parents, education, and the provisions of the Children's Charter at that banquet program Monday night, I had a feeling that they had been back home, sized up the situation at our house and decided to tell me about it right there in public. However, judging from some of the expressions I saw, I was not the only one there who had been leaving the blinds up."

"Did you go to any of the conferences?"

"I started right in the next morning by attending an education conference, though I did wish that for once I had been two men so that I could have gone to the health conference held at the same hour. I got the biggest kick out of watching those women delegates as they tried to write down every word that any one of the speakers uttered. That is one fault I find with the convention; the delegates take themselves too seriously. However, most of them were there, as they said, with expenses paid by their parent-teacher associations, and conscience kept them on the job. They all seemed to

have the obsession that this Mechanical Age monster, of which everyone was talking, was about to devour youth in a mouthful unless we are able to intercept him at once with parent education bayonets. Maybe they are right, but I am inclined to think that they would all take home more if they had a few more moments off the job, and a bit more recreation while on the job!"

"The men had a hilarious, carefree breakfast, presided over by the state superintendent of education of Arkansas, Mr. Hirst. It was called the Gander Breakfast, all geese excluded, but we were obliged to be up and in our places by seven forty-five, because that education conference of which I spoke began promptly at 9.30 and the first speaker was Dr. Randall J. Condon who always says something when he talks."

The older man arose. "Here, I must go back to my car, old man. I got so enthusiastic about that convention that I forgot to tell you about the parent-teacher meeting at our schoolhouse Friday evening. They have asked me to report on the convention. You and Janet might want to come over."

"Surely we will, if Janet can be persuaded to leave the children with Hilda. You know she is pretty particular about being on the job."

"Well, you tell her for me, old friend to old friend, that sometimes we get farther off the job by staying too close to it than in any other way. These people who go out and talk things over in a group carry away enough information and inspiration to run rings around the ones who never venture out of the home lot, because they are alive to the fact that unless every home in the community has a clear conception of the purpose of education the public school cannot give the maximum to any child."

"Learned that at the convention, did you?" laughed Harry.

"Yes, but that's not the half of it. Better be at the schoolhouse at eight on Friday. You may be surprised. Refreshments, too, and everything."

FATHER.

INDEX

Volume XXV 1930-1931

Key to Page Numbers

Pages 1-64—September 1930	Pages 193-256—December 1930	Pages 385-448—March 1931
Pages 65-128—October 1930	Pages 257-320—January 1931	Pages 449-512—April 1931
Pages 129-192—November 1930	Pages 321-384—February 1931	Pages 513-576—May 1931
Pages 576-640—June 1931	Pages 641-704—July-August 1931	

	PAGE
About Courses. FLORENCE V. WATKINS.....	311
Aiding Your Child in Art Appreciation. HELEN KINGSBURY WALLACE.....	482
Allinclusive Membership Card, The.....	103
Allinclusive Membership Card, The. JOY ELMER MORGAN.....	597
Amateur Dramatics as a Leisure-Time Activity. WILLARD W. BEATTY.....	338
American Education Week.....	6
Are You Building a House?.....	48
As School Begins. H. ADDINGTON BRUCE.....	7
Benefits of the Nursery School. GRACE LANGDON.....	518
Better Homes in America. JULIA D. CONNOR.....	457
Board Meeting at Swampscott, The.....	246
Book Christmas, A. FLORENCE BOYD BYNUM.....	219
Book Shelf, The. WINNIFRED KING RUGG.....	59, 126, 175, 254, 318, 382, 435, 508, 574, 636, 696
Box Office Methods Menace Children. ELIZABETH K. KERNS.....	693
Building Character in a Baby. MAE JOHNSON CORWIN.....	288
Canadian Forest Schools. KATHRYN MUNRO.....	609
Challenge of the Children's Charter. MRS. HUGH BRADFORD.....	656
Chicago Did It. EFFIE KOPECKY.....	39
Child Who Stutters, The. WENDELL JOHNSON.....	95
Children and the Movies. REBECCA STANLEY PLATT.....	598
Children, Money and Thrift. ADA HART ARLITT.....	412
Children's Charter, The.....	480
Children's Outdoor Play Suits. ALICE CARTER QUERFELD.....	620
Children's Parties. ELEANOR OLMSTEAD MILLER.....	267
Child's Scrap Book, A. JESSIE WRIGHT WHITCOMB.....	248
Christmas Carols. FRENCIE R. IRWIN.....	230
Clothes for the New Baby. IVA I. SELL.....	333
Common Cold, The.....	266
Congress at Columbus, The.....	31
Congress Comments.....	61, 121, 190, 252, 314, 366, 432, 485, 569, 677
Congress in the Country, The. MARGARETTA WILLIS REEVE.....	544
Congress Publications as Christmas Gifts. JOY ELMER MORGAN.....	237
Congress Publications as Program Helps. JOY ELMER MORGAN.....	690
County Library Gives Wings to Books. JULIA WRIGHT MERRILL.....	72
Creative Music for School and Home. SATIS N. COLEMAN.....	274
Curriculum Suited to All Children, A. MINNIE D. BEAN.....	262
Developing Initiative and Responsibility. AFTON SMITH.....	145
Directing the Emotions. W. E. BLATZ.....	345
Discipline in the One-Room School. MAUDE MAXSON NELSEN.....	410
Do You Know Your Pupils? ARTHUR DEAN.....	391
Does It Pay? ELIZABETH GUILD DEVERE.....	362
July-August, 1931	699

CHILD WELFARE

	PAGE
Echoes from Founders Day—1930. MABEL K. RAYMOND.....	297
Editorial—The Grist Mill.....	684
Teachers All. MARTHA SPRAGUE MASON.....	34
Why a P. T. A.? ARTHUR DEAN.....	98
The Magic of Love and Character. THOMAS DREIER.....	160
Christmas, The Child's Day. ERNEST R. GROVES and GLADYS H. GROVES.....	228
Choosing a Job in Today's World. PAYSON SMITH.....	294
The Ideals of the Founders. MARY L. LANGWORTHY.....	360
The Faith of Mankind. MRS. M. P. SUMMERS.....	424
The Charter and the Kindergarten. LUCY WHEELOCK.....	486
Parents in French and American Schools. CORNELIA JAMES CANNON.....	540
The Larger View. MARTHA SPRAGUE MASON.....	622
Mother's Health. WINNIFRED KING RUGG.....	684
Effect of Health on Good School Attendance, The. EDITH LOUISE GROSVENOR.....	226
Effect of School Marks on Personality, The. PHYLLIS BLANCHARD.....	394
Employment and the Child. LILLIAN M. GILBRETH.....	326
Exhibits—National Congress Convention.....	559
Family's Food at Low Cost, The.....	492
Fathers' Day in College.....	426
Father's Letter, A. ARTHUR DEAN.....	607
Feeding the Finicky Child. MABEL JOHNSON.....	397
Fink Family, The. GARRY CLEVELAND MYERS.....	76, 157, 205, 270, 342, 417, 459, 522
From the Address of Mrs. THEODORE W. BIRNEY.....	353
Green, Green Tree, The. BLANCHE YOUNG McNEAL.....	211
Growth of the National Congress of Parents and Teachers, 1922-1930.....	32
Handicapped. MAROU BROWN LITTLE.....	425
He Wants His Mother. (Poem.) AGNES CARR.....	552
Health and Health Habits. ADA HART ARLITT.....	20
Helping a Child to Read. OLIVE VIRGINIA GOODWIN.....	135
High School Parent-Teacher Association, The. ANNA H. HAYES.....	282
His Dirty Little Hands. (Poem.) ANNE CAMPBELL.....	120
Home Economics Course, A.....	594
Home Economics from a Mother's Point of View. STELLA HOLLY STOCKING.....	406
"Homes" in the Elementary School. MERRILL BISHOP.....	208
Homes in the Mountains. (Poem.) ARTHUR GUITERMAN.....	392
How Parents Can Use Report Cards. KNUTE O. BROADY.....	149
Immigrant Madonna, The. (Poem.) HELEN DWIGHT FISHER.....	229
Importance of Dental Hygiene. W. HENRY GRANT.....	477
Incident of the Summer Round-Up, An.....	19
International Federation Program.....	553
Jane, Girl Scout. GRACE T. HALLOCK.....	356
Kindergartner's Creed. RANDALL J. CONDON.....	296
Lath Playhouse, A. WILLIAM ALPHONSO MURRILL.....	601
Left-Handed Child, The. MORRIS H. WHITCOMB.....	421
Leisure and Living. J. W. FAUST.....	399
Leisure-Time Program for High School Students, A. THOMAS W. GOSLING:	
Part I.....	279
Part II.....	328
Let Parents Teach Poems. SARAH A. WALLACE.....	71

THE NATIONAL PARENT-TEACHER MAGAZINE

	PAGE
Letter to a Daughter. ARTHUR DEAN.....	534
Letter to a Teacher. ARTHUR DEAN.....	331
Mental Hygiene. GEORGE K. PRATT:	
The Parents' Part in the Child's Life.....	106
Eating Habits.....	166
Obedience.....	236
Temper-Spells.....	310
Toilet Habits.....	364
Jealousy.....	434
Intelligence.....	506
Do I Cause My Child to Be Nervous?.....	554
Do I Frighten My Child so that He Becomes Timid and Fearful?.....	626
Mental Quirks and Physical Ills. RACHEL ASH.....	602
Message from RABINDRANATH TAGORE, A.....	337
Message from the President. MRS. HUGH BRADFORD:	
Charting Our Course.....	5
Our Opportunity.....	69
Be Thankful for Books.....	133
Peace—Good Will.....	197
Good Resolutions of the National Congress.....	261
The Spirit of Founders Day.....	325
Conventions.....	389
The Challenge of the Children's Charter.....	453
For the Children of America.....	517
What Shall They Do?.....	581
We Pledge to Accomplish.....	643
Modern Parent and Problems of Discipline, The. ADA HART ARLITT.....	223
Morning at School. (Poem.) MARION B. CRAIG.....	207
Mother's Health. WINNIFRED KING RUGG.....	684
Mothersingers' Choruses—A List of Suggested Choruses for 1930-1931.....	118
Motion Pictures. ELIZABETH K. KERNS.....	38, 114, 174, 234, 293, 365, 422, 488, 560, 618, 694
Motor Safety for Children. CHARLES M. HAYES.....	25
Murderous Twelve, The. HORACE B. WARD.....	402
My Profession. W. W. LIVERS.....	143
National Conference on Parent Education. ADA HART ARLITT.....	644
National Congress Publications for 1930-1931. JOY ELMER MORGAN.....	35
National Convention, The.....	454
National Convention at Hot Springs, The:	
Addresses.....	652
Gold Star Dinner.....	678
Impressions.....	649, 674, 682, 683
Reports of Conferences.....	657-671, 676
National Council of Parent Education. FLORA M. THURSTON.....	432
New Methods in Teaching. VERNE P. SKINNER.....	474
Newcomers to the Board of Managers.....	30
News of Parent-Teacher Credit Courses. FLORENCE V. WATKINS.....	498
Next Step—Money Management, The. WILLIAM L. STODDARD.....	283
1930 Resolutions.....	63
Novel Latin Project, A. ELAINE SPARKS FORREST.....	178
Observation School, The. CAROLINE BARRON.....	600
Opportunities for Girls Through Home Economics Training. MARGARET JUSTIN.....	408
Orange and Tomato Juice. MAY E. FOLEY.....	29
Our Harassed Parents. J. MILNOR DOREY.....	582
Our Wealth of Congress Leaflets. JOY ELMER MORGAN.....	170

CHILD WELFARE

	PAGE
Our Youngest Life Member. RANDALL CONDON FOSTER.....	541
Out Among the Branches. BLANCHE ARTER BUHLIG..44, 108, 180, 238, 304, 376, 436, 500, 547, 628	
Parable, A. MAY E. PEABODY.....	354
Parent Education Course, A. (See Study Course.)	
Parent Education Course, A.—1931–1932.....	543
Parent-Teacher Courses Columbia University. FLORENCE V. WATKINS.....	633
Parent Training in Churches. PEARL ADAIR WINCHESTER.....	528
Paris Pact in American High Schools, The.....	273
Participation. ANNA H. HAYES.....	490
Pertinent Points from Addresses at the Denver Convention.....	50
Physical Illiteracy. JAMES EDWARD ROGERS.....	429
Planning the Work for the Year. JOY ELMER MORGAN.....	278
Playground Gardens in Cedar Rapids. ESTHER LEIGHTON SMITH.....	555
Prayer of Thanks, A. (Poem.) ISABEL L. DEVALLIÈRE.....	139
Price of Honesty, The. JANET JONES.....	566
Princess Who Could Not Be Merry, The. (Christmas Play.) MARION HOLBROOK.....	153
Problems of High School Students. IRENE O'BRIEN.....	427
Program for Junior High P. T. A. MRS. WILLIAM G. STUART.....	491
Program Helps from the 1930–1931 File of CHILD WELFARE.....	691
Progressive Program Planning in St. Johns, Michigan. JENNIE H. BARNES.....	372
Question Box, The. MRS. COPE ANSWERING.....	56, 116, 188, 250, 316, 367, 446, 507, 570, 638
Right Toy for the Right Age, The. HELUIZ CHANDLER WASHBURNE.....	198
Red Cross, The.....	190
Resolutions Adopted by the Thirty-fifth Annual Convention.....	672
Rewards. MARION M. MILLER.....	285
Sand Box, The. OLIVIA LIEBHEIT URE.....	591
School Bus, The. MARIAN LAVERNE TELFORD.....	88
School Enters the Talkies, The. EDWARD I. PRATT.....	141
September at Solomon's. (Poem.) CHARLOTTE LYMAN REED.....	15
Shall I Send My Child to Camp? ADA HART ARLITT.....	462
Significance of Teaching in This Generation. EULA F. HUNTER.....	82
South Africa and the P. T. A.....	218
"Speak Clearly." HELEN ROGERS AKERS.....	530
Step in the Right Direction, A. DON JAMES JOHNSTON.....	303
Story Hour for Children, The. RANDALL J. CONDON:	
"The Wheat Field." LAURA E. RICHARDS.....	104
"The Roses of Saint Elizabeth." M. AGNES EDWARDS.....	168
"Of Glooskap and the Three Seekers." CHARLES G. LELAND.....	213
"The Man and the Dog." EDWARD W. FRENTZ.....	290
"Lincoln." RANDALL J. CONDON.....	368
"Florizel Goes on a Journey.".....	430
"The Coming of the King." LAURA E. RICHARDS.....	478
"The Beautiful Plain Woman of New Orleans.".....	562
"Do It Good." RANDALL J. CONDON.....	605
Story of Billy, The. FLORENCE G. OSBORN.....	27
Study Course. GRACE E. CRUM:	
"Character Training." CHARLES E. and EDITH G. GERMANE	
40, 100, 163, 232, 302, 370, 442, 496, 564	
Stupid. ANNIE ROGERS KNOWLTON.....	587
Summer Round-Up.....	568
Summer Round-Up Benefited My School, The. GEORGE D. GRICE.....	152
Summer Round-Up Medals.....	332
Summer Round-Up of the Children, The.....	277

THE NATIONAL PARENT-TEACHER MAGAZINE

	PAGE
Sunshine Crib for Baby, A. FLORENCE WILLIAMS NICHOLAS.....	144
Swampscott—The Call of the Sea. HELEN TITSWORTH BINFORD.....	247
Teacher—And the Rest of Us, The. IDAHO JOURNAL OF EDUCATION.....	161
Teachers. (Poem.) MARY MULLEN.....	284
Teamwork in the Martin Family. WALTER MACPEEK.....	595
Thanksgiving. J. W. WRIGHT.....	139
Thirty-Five Years of Service. JULIA F. CALLAHAN.....	350
To Know the Sight of a Child. EDWARD JACKSON.....	137
To Make Great Schools. (Poem.) DOUGLAS MALLOCH.....	11
Torchbearer, The. (Poem.) NELLE B. BRADLEY.....	352
Toy Orchestra as a Vacation Project, A. J. LILIAN VANDEVERE.....	614
Training Our Children:	
Health and Health Habits. ADA HART ARLITT.....	20
What Is Willing Obedience? SIDONIE MATSNER GRUENBERG.....	84
Developing Initiative and Responsibility. AFTON SMITH.....	145
The Modern Parent and Problems of Discipline. ADA HART ARLITT.....	223
Rewards. MARION M. MILLER.....	285
Directing the Emotions. W. E. BLATZ.....	345
Children, Money and Thrift. ADA HART ARLITT.....	412
Why Children Differ. FLORA M. THURSTON.....	466
What to Feed Your Adolescent Child. ELEANOR R. MACLAY.....	536
Two-Reel Picture of Porto Rico—A Letter from Government House, Porto Rico.....	124
Understanding the Adolescent. ESTHER L. RICHARDS.....	91
Unusual Boy, The. WALTER PRICHARD EATON.....	494
Vacation Program for Boys. ROSCOE PULLIAM.....	611
Valentine to Mary Grinnell Mears, A. CORA PAGE HOOVER.....	324
Value of Animal Chums, The. The American Humane Education Society.....	156
Vigors and Hardihoods. DAVID SNEDDEN.....	23
Vocational Guidance Outline.....	493
Voice of Our Founder, The. (Poem.) EMELYN S. ENSIGN.....	344
What About the Car? KATHERINE P. COWIN.....	216
What Is a Children's Museum? CATHERINE C. LEACH.....	470
What Is Willing Obedience? SIDONIE MATSNER GRUENBERG.....	84
What Is Your "G. Q."? JAMES L. MCCONAUGHY.....	12
What My Father Means to Me—A Symposium. HAROLD LADD SMITH.....	16
What Price Dessert! JULE E. SHULTZ.....	79
"What Shall I Be When I Grow Up?" CHESTER MILTON SANFORD.....	524
What to Feed Your Adolescent Child. ELEANOR R. MACLAY.....	536
Why Children Differ. FLORA M. THURSTON.....	466
Wickersham Report, The. ELIZABETH TILTON.....	635
Wise Use of Leisure, The:	
Your Child and His Paintbrush. JANET BURGOON.....	9
Let Parents Teach Poems. SARAH A. WALLACE.....	71
A Christmas Play—The Princess Who Could Not Be Merry. MARION HOLBROOK.....	153
A Book Christmas. FLORENCE BOYD BYNUM.....	219
Creative Music for School and Home. SATIS N. COLEMAN.....	274
Amateur Dramatics as a Leisure-Time Activity. WILLARD W. BEATTY.....	338
Leisure and Living. J. W. FAUST.....	399
Aiding Your Child in Art Appreciation. HELEN KINGSBURY WALLACE.....	482
Playground Gardens in Cedar Rapids. ESTHER LEIGHTON SMITH.....	555
Vacation Program for Boys. ROSCOE PULLIAM.....	611
Your Child and His Paintbrush. JANET BURGOON.....	9

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